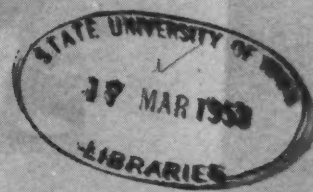


# CTA *Journal*

V. 49<sup>3</sup>

March 1953

*Binding Storage*



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Primary Listening Corner

*California Teachers Association*

**HOW  
TO  
PREPARE**

# **BETTER Visual Aids in HALF the time!**

● Flo-master is news! Exciting news! Thousands of letters have been received from teachers praising this new "miracle" pen with the felt tip. And at Teachers' Conventions the Flo-master booth is the center of attraction.

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## **\*A FEW USES OF THE FLO-MASTER**



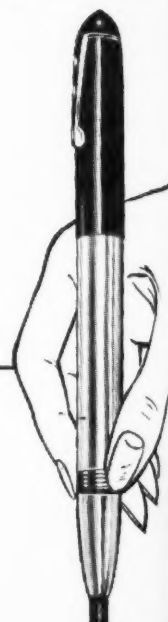
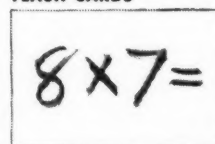
POSTERS



DECORATING

CHARTS		
1	ONE	
2	TWO	
3	THREE	

FLASH CARDS



# **Flo-master**

The "Miracle" Pen with the **FELT TIP**

See us at the Conventions of the A.A.S.A. and the N.C.E.A.

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## LISTENING CORNER

The five children with earphones clamped to their heads (shown on our cover this month) are not members of a hard-of-hearing class. They are a normal group of first graders enjoying their "Listening Corner" in Mrs. Eugenia Bernthal's room at La Canada elementary school.

Mrs. Bernthal had a portable phonograph equipped with five head sets, permitting the children to hear good music and stories without disturbing other class work.

Originally tried as an experiment, the "listening corner" brought such gratifying results that similar equipment is being installed elsewhere in the district. Constructive use for teaching in grades other than primary and for a wide range of interests is foreseen.

Any ingenious radio technician can convert a standard phonograph for head phones by simply installing a set of "plug-in" jacks.

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Arthur F. Corey  
CTA Executive Secretary

# The NEA Deserves Your Support

**I**T is a reasonable assumption that almost half of those who read this page were not members of the National Education Association last year. Of the 60,000 members of California Teachers Association only about 33,000 joined the organization, which alone possesses the strength and the influence to represent teachers nationally. Recognition of just a few of its major activities and achievements should provide every teacher in California with adequate incentive for supporting NEA.

## NEA STIMULATES INTEREST OF NATIONAL LEADERS IN PUBLIC EDUCATION

In and from NEA, leaders of American thought become leaders in the cause of American education. The courageous credo of Harvard's Conant on behalf of public schools, as so eloquently expressed in recent years, was without question bolstered by his participation as a member of NEA's Educational Policies Commission. And who would deny that a great soldier, now elevated to the presidency, found his membership on the same Commission the source of his deep appreciation and broad understanding of the functions of public education in a democracy? Certainly the Eisenhower statements respecting education in his Inaugural and in the State of the Union addresses bear witness to the sincere conviction of a statesman who must have taken his experiences with a great professional group seriously to heart.

One could continue with the list of great leaders who have been conditioned in their thinking about schools through contact with NEA. The two mentioned should suffice to signify to every teacher that because of NEA great leaders in all walks of American life have developed concern for the welfare of public schools.

## NEA FOSTERS BETTER PUBLIC RELATIONS

Day by day the NEA stimulates favorable attitude of the American people towards their schools. Public opinion in America is increasingly moulded by mass media which are national in scope. Our great national magazines and our radio and television networks are powerful and effective agencies which operate for the nation as a whole. Millions of Americans in all our states read the same articles and see and hear the same programs. No state or local organization can be effective in these areas. The NEA has continuously conditioned the national mind to friendship for public

education. This phase of the NEA program has alone been worth the cost of a membership to each California teacher.

## NEA DEVELOPS RESEARCH

NEA's educational research is second to none. In scope, reliability and acceptance, it is unsurpassed. Upon data provided by NEA great national organizations of all types rely for materials upon which to base policy. Benefits accrue to the entire teaching profession.

## EDUCATION A NATIONAL CONCERN

More and more education is becoming a national concern. School matters requiring Congressional action are rapidly increasing in scope and magnitude. The teaching profession must be well represented in Washington. It is so represented by NEA. This activity merits the support of all teachers.

In times of stress all the institutions of democracy are in peril. Schools are no exception. Dangers must be constantly envisioned and averted. Unjust criticism must be refuted. These things can be accomplished only by an agency representative of the whole profession. NEA is doing every teacher a noteworthy service in its defense of the schools. This work must continue.

The maintenance and improvement of professional standards throughout the country is certainly one of the major objectives of the teaching profession. In many ways standards in California are higher than those in many other states of the Union. This fact must not make us in California smug and self-satisfied. Low standards elsewhere must be lifted up lest they tend to pull down higher standards here. NEA is the one agency which can effectively concern itself with the improvement of standards throughout the country. It is doing so now. It will do so in the future with a success in direct proportion to the support which it receives from the teaching profession generally.

Those who have not joined NEA this year cannot feel any real pride in the achievements of this great professional organization. Every teacher in California is urgently invited to get into the act. Contact your building representative or the officers of your local teacher club and pay your dues now. Our goal is 40,000 members this year. We must not be satisfied unless we exceed this goal.

A.F.C.





A landmark for more than two decades at Miami Beach, the Roney Plaza hotel has spacious grounds, pool, and cabana club. Here will be the headquarters for the 1953 NEA Convention. Just off the main lobby is the garden court where California delegation will maintain a hospitality center. — Photo by Miami Beach News Service.

## Campaign To Enliven NEA Delegate Assembly

**"Rex Turner for NEA President" to Be Working  
Theme at Miami Beach Meeting in June**

**A**N all-out drive for election of Rex H. Turner as the next president of the National Education Association gathered strength and momentum as California educators aimed for the campaign climax at the NEA Representative Assembly in Miami Beach next June.

The steering group of the "Turner for NEA President" committee has launched preliminary publicity which has already brought encouraging support from all parts of the nation. Chairman Myrtle Gustafson of Oakland has called four meetings of the seven-member steering committee to lay plans for the Turner campaign.

Of major interest to Californians is the urgency of the current NEA membership drive. California's 1953 goal is 40,000 members. Current reports show us still far short of the goal. If the state can approach or exceed the goal, it will be entitled to an increase in voting representation at the Assembly. California had 224 delegates

eligible at Detroit last year. This year the state should have over 300 to top the national list and carry its "favorite son" to election victory.

NEA State Directors Ole Lilleland and David J. Conley mailed letters announcing Rex Turner's candidacy to comparable directors in each state. Executive secretaries have received letters from Arthur Corey. The NEA Relations Commission and Section officers as well as a representative campaign committee have scheduled speeches and local publicity to encourage support of the campaign.

Delegates named by the Section councils this spring will not register at any one hotel in Miami Beach. Dozens

of fine hotels will be available along the seven-mile strand on both sides of the municipal auditorium, where general sessions of the Delegate Assembly will be held. However, California delegates are advised that they should make arrangements with the NEA housing bureau at an early date in order to assure accommodations. A list of Miami Beach hotels appears in the February edition of the NEA Journal, as well as other details of activities and program.

### Statewide Committee

NEA's 1953 meeting will begin Sunday evening, June 28, and will continue until Friday night, July 3. California delegates are requested to make arrangements to be in Miami Beach Saturday evening, however, for a preliminary campaign meeting as well as orientation sessions on Sunday. One of the big events for the California group will be the State Breakfast to be held Monday morning. A large group of distinguished guests will be invited for this breakfast meeting and detailed arrangements are being made for entertainment and program.

California will also maintain a hospitality center at the Roney Plaza hotel, registration headquarters for the meeting. In a garden court, free lemonade will be served to visitors and souvenirs of the Golden State will be handed out.

### Early Orientation

The steering committee for the Turner campaign includes Myrtle Gustafson, chairman; Oscar Anderson, Mary Ball, Arthur Corey, Louise Gridley, Frank Parr, and Jack Rees. The general campaign committee includes these people plus Hazel Blanchard, David J.



**That's nothing! I can remember when California had an NEA president!**

Conley, Genevieve Jordan, John R. King, and L. W. Ripple of Central Section, Harold Sprague, Amanda Bonwell, Lionel DeSilva, Olive Donegan, Robert Gillingham, Vera Hawkins, Charles Herbst, Ole Lilleland, and Mary Virginia Morris of Southern Section, Sarah Carter and Alma Thompson of North Coast Section, Neil Hafley, Mary Sweeney, and Lulu Wilson of Bay Section, F. McElwain Howard, John Palmer, and Elizabeth Yank of Northern Section, and Dean Ross and Mary Stewart of Central Coast Section.

### Higher Education Conference In Chicago Announced

"Higher Education Re-examines Its Responsibilities and Opportunities" is the theme of the Eighth National Conference on Higher Education scheduled to be held in Chicago March 5-7. The conference is sponsored by the Association for Higher Education, a department of the National Education Association.

### Childhood Education Conference at San Diego

The annual state conference of the California Association of Childhood Education will be held in San Diego March 7-8. Grant Hotel will be main headquarters of the convention. Miss Mildred Fisk, general chairman, announced the theme will be "Children Our Challenge." Stemming from this theme will be twelve study groups.

Highlights will be addresses by Mrs. Spencer Tracy on "The Role of the Parent in the Education of the Deaf Child"; Dr. Ballentine Henley, president of the College of Osteopathic Physicians and Surgeons; Miss Helen Heffernan, assistant chief, division of instruction, Department of Education; and Dr. A. John Bartky, dean of education at Stanford University, who will speak on "Teachers Are Human."—Beth Lamb.

### OUR JANUARY COVER

Judith Aqua Viva and Jimmie Gilbert, fourth grade students at John Adams school in San Diego, were pictured over the title "Mighty Muscle" on the cover of our January edition. Judith's father is a photographer for the Union-Tribune Publishing Co. in San Diego. His print was obtained by the Journal through the Don Knight agency in Daly City.

### Three Californians Appear in March Issue of NEA Journal

Two California educators are authors of articles in the March issue of the NEA Journal. They are Muriel I. Sheldon, supervisor of Junior-High School Counseling for the Los Angeles City Board of Education, and Louis E. Means, consultant in school recreation for the State Department of Education.

"Guidance in the Junior High School" is both a point of view and a process, declares Miss Sheldon. Pointing out that each person in a school has a role to play in the guidance program, Miss Sheldon considers that "guidance specialists play important parts in helping pupils to make adjustments once problems have developed, (but) the classroom teacher has the more important function of preventing many adjustment problems from arising."

Leisuretime activities provided in the California elementary schools are described by Mr. Means in an article entitled "Recreation Education for Children." "Convinced that recreation should involve experiences more creative than staring at television in a hypnotic trance," says Mr. Means, "American educators have been taking active steps to bring rich, dynamic recreational programs into the school."

Another feature appearing in the March edition is a reproduction of one of Les Landin's cartoons which have appeared regularly since September in the CTA Journal. Mr. Landin, who draws humorous sketches for a hobby, teaches at Saratoga.

### SUMMER IN NORWAY

The University of Oslo will hold its seventh summer session from June 27 to August 8. While designed for American and Canadian students who have completed at least their freshman year in an accredited college or university, the summer school is open to English-speaking students of other nationalities.

A special feature of the 1953 session will be an Institute for English-speaking teachers (open to all nationalities), similar to the ones held in 1951 and 1952.

E. Ben Evans, supervisor of library services in the offices of Kern county district superintendent, recently returned from a period of service in Norway with the American embassy. He will provide additional information to California teachers who request it: address 312 Bernard Street, Bakersfield.

### OVER BILLION NEEDED FOR SCHOOL BUILDINGS

"Additional floor space equal to a one-story building, 52 feet wide, extending from New York City to San Francisco, is needed adequately to house the Nation's public elementary and secondary school population," said Earl James McGrath, U. S. Commissioner of Education.

Commissioner McGrath made this statement as he revealed results of a Nation-wide survey of school building needs and the states' abilities to provide them. At the request of the U. S. Congress this survey was conducted by the U. S. Office of Education.

"Every parent and citizen should get a graphic picture of the school building shortage," the Commissioner of Education said. For example, this study by the Federal Government and the states indicate a need now for about 708 million additional square feet of school building space for more than 9¼ million pupils in public elementary and secondary schools.

"This additional schoolhousing need, which does not provide for increased enrollment next year and succeeding years, and does not take into account future classroom replacements, approximates the total residential housing space in a city the size of Philadelphia, Pa."

California leads the nation in total need, according to the survey. An estimated \$1,169,362,000 (1.1 billion dollars) should be well used in California. Broken down in percentages, the estimate is: 91 per cent for new construction, 3.5 per cent for sites, 4.6 per cent for remodeling and rehabilitation, and 1 per cent for buses.

### N. Y. Superintendent Named President-Elect of AASA

Jordan L. Larson, superintendent of schools, Mount Vernon, N. Y., has been chosen president-elect of the American Association of School Administrators (AASA). He will serve in this capacity for the year beginning March 15, and will begin a one-year term as president of the association on March 15, 1954.

Lawrence G. Derthick, superintendent of schools, Chattanooga, Tenn., assumed his new duties as president of AASA March 15, after serving as president-elect for the past year. He succeeds Virgil M. Rogers, superintendent of schools, Battle Creek, Mich.

Many bills of  
interest to teachers  
ready for legislators  
as they return to



## Action in Sacramento

WHILE the spotlight of public interest is focused on such headline-grabbing battles as those expected to erupt over taxes, highways, liquor, hot cargo and draw poker, hundreds of bills of vital import to education will be analyzed and acted upon by the 1953 General Session of the State Legislature which reconvened February 24 following its constitutional recess. The session, limited to 120 days, must end not later than June 10.

More than 500 of the record total of 5,581 bills and other measures introduced in the hectic 13-day January session affects the schools, the teachers or the pupils. Dozens of them would be harmful to education.

### Wide Range

Everything from salaries, retirement and tenure to Bible reading, educational TV and loyalty oaths are included in the bills to be considered by the education committees of the two houses in the next three months.

Careful analysis of all bills is being made by CTA staff and committees, with action to support or oppose many of them having been scheduled by the state-wide Legislative Committee for March 1. Decisions reached at that meeting will be reported in the March 9 issue of the CTA Legislative Letter.

### Apportionment Bill

Least spectacular, but most important of all pending school bills, is Assembly Bill 1728, authored by Assemblyman Francis Dunn, Jr., Oakland, and 43 other members of the lower house. It is the State Department-sponsored, CTA-backed bill to appor-

tion to the schools about \$370,000,000 in state support during 1953-54. Drafted to reflect the advice of a state-wide advisory committee called together by State Superintendent of Public Instruction Roy Simpson, the bill sets up formulae to distribute funds made available by the CTA initiative, Proposition 2 at the November election.

As described in detail in last month's CTA Journal, AB 1728 calls only for apportionment of the new \$180 a.d.a. guaranteed by the measure. It is in keeping with pledges made to the voters and the Legislature during the campaign that no request would be made by CTA at this session for current operations in addition to the \$67,400,000 provided by Proposition 2.

## Want To Know About Legislation?

Interested in educational legislation? If you are, the CTA has some aids to keep you abreast of things in Sacramento. They are yours for the asking:

A Legislative Directory listing the names and addresses of all members of the Senate and Assembly, together with the personnel of the principal committees which handle school bills.

The 1953 Legislative Digest, a summary of about 500 bills of interest to the schools pending at this session.

The CTA Legislative Letter which weekly brings latest developments on educational legislation direct from Sacramento.

Requests for any of the publications should be sent to CTA Field Service, 693 Sutter Street, San Francisco 2.

By Robert E. McKay

CTA Director of Field Service

### Salary Improvement

Two proposals have been made by CTA to see that the intent of the voters to provide adequate salary increases for teachers is carried out. One of them, now contained in AB 2917, will be amended into the apportionment bill to guarantee that no less than 70 per cent of the elementary foundation program be used for certificated salaries, 65 per cent of the high school foundation program and 60 per cent of the junior college foundation program.

The other, AB 90, Geddes, proposes to increase the minimum salary from \$3,000 to \$3,400. The present minimum was fixed by a CTA bill which two years ago raised the level from \$2,400.

Still further improvement of the teachers retirement system and studies looking forward to future increases in benefits have been proposed to the Legislature by CTA. Senate Bill 785, Dilworth, calls for a floor of \$170 per month under benefits of all teachers who have retired at age 60 or more with a minimum of 30-years service, and an increase in the disability retirement allowance to 90 per cent of the service retirement allowance.

In addition a comprehensive study of the retirement system is proposed to be made by a Joint Interim committee with a view to further legislation in 1955.

### Retirement

Other retirement bills, not sponsored by CTA, propose to double the \$50 per month benefits from the Permanent Fund, to increase both current and prior service allowances and to have the school districts pay all of the teachers' contributions to the Permanent Fund and half of their contributions to the Annuity Fund. All but the second proposal are opposed by CTA as being unsound.

Among other CTA-sponsored bills are measures to clarify the right of teachers to use the annual allowance of ten days sick leave at any time during the year (SB 781, Donnelly); and to grant teachers on sabbatical leave full pay for half a year or half pay for a full year instead of the difference be-



tween the pay of the substitute and the teacher on leave (AB 92).

Indications are that the schools will be made a party to the impending battle over Governor Warren's proposal to levy a tax on cigarettes and to increase taxes on liquor and horse racing. Despite mounting evidence to support the CTA's campaign position that present tax levels are adequate to finance the increased state expenditure caused by Proposition 2 and to meet all other reasonable needs, the Governor has urged the Legislature to boost taxes.

#### Revenue Required

"I do not quarrel with the voters in their decision to increase school financing," the Governor said, "because I share their desire for a good school system. I merely say that it will be necessary to raise revenue to pay for it."

Impartial observers are predicting that taxes will not be raised at this session.

Awaiting hearing in the Senate are bills to curtail and restrict the adult education program. They are the result of an investigation made by a Senate Interim Committee headed by Senator Harold T. "Bizz" Johnson of Roseville. Strong opposition to several of the proposals is anticipated.

#### Bible Reading

Bills have been introduced in both houses to permit Bible reading in the public schools. They are intended to carry out recommendations of the State Board of Education which recently completed a two-year study of the

question. The Legislature refused in 1949 and 1951 to approve bills which would have made daily Bible reading mandatory.

Legislation to save for educational purposes eight television channels earmarked by the Federal Communications Commission for that purpose is expected to have early consideration. A series of bills sets up the machinery whereby local districts could borrow money from the state to build and begin operation of the educational TV stations.

In view of the favorable reaction to the Governor's TV conference in December and the recent recommendations of a state-wide committee study-

ing the question it is predicted that some form of enabling legislation and financing will be approved.

#### Extend Tenure

Proposals are pending to extend tenure to all teachers on the one hand, and to repeal the existing law governing probationary teachers in Los Angeles and San Francisco on the other. The CTA opposed and the Legislature rejected identical bills two years ago.

A wide variety of other bills affecting education await action by the Legislature.

Fortunately the big majority of the proposals will never be enacted into law.

## Many Changes In Legislature Committees

Major changes have been made in the personnel of the education committees of the State Legislature this year. New faces predominate on the Assembly committee where the chairman, vice-chairman and 12 members are new in those roles. The Senate committee has a new vice-chairman and three new members.

In the lower house a battle for control resulted in the election of James W. Silliman of Salinas as speaker and the ousting of all but five of the 24 chairmen of standing committees. One of them was Assemblyman Francis Dunn, Jr., of Oakland, a member of the committee for ten years and chairman since 1947. Although recognized as a top authority in the field, he not only was deposed as chairman, but also was removed from the committee.

New chairman is Assemblyman John L. E. Collier, Los Angeles, a member of the committee for the past six years. A new member of the Assembly, Donald D. Doyle, Lafayette, is the new vice-chairman, succeeding Julian Beck, San Fernando. The committee was trimmed from 22 to 19 members.

The Senate Education committee, on the other hand, was enlarged from nine to 11 members. Senator Hugh P. Donnelly, Turlock, remains as chairman, but Senator George Miller, Jr., Richmond, is the new vice-chairman in place of Senator Nathan F. Coombs, Napa. Senator Earl D. Desmond, Sacramento, was not reappointed to the committee.

New members of the Senate committee are Senators Burt Busch, Lakeport; Donald L. Grunsky, Watsonville; and Harold T. "Bizz" Johnson, Roseville.

Holdover members in addition to Senators Donnelly, Miller and Coombs are Senators Jess R. Dorsey, Bakersfield; Nelson S. Dilworth, Hemet; Jack B. Tenney, Los Angeles; Paul Byrne, Chico; and A. W. Way, Eureka.

Chairman Collier will have the services of only six holdover members on the Assembly Education committee, although two of the new appointees have had previous experience on education committees. Eight of the twelve new appointees are freshmen legislators who took office for the first time in January.

Only members of the committee which functioned in the 1951 and 1952 sessions to be reappointed in addition to Collier and Beck are Assemblymen Carley Porter, Compton; Ernest R. Geddes, Claremont; John J. McFall, Manteca; Thomas W. Caldecott and L. H. "Abe" Lincoln, both of Oakland.

The two new appointees who were members of education committees in sessions prior to 1951 are Assemblyman Stewart Hinckley, Redlands; and Vernon Kilpatrick, Lynwood.

Two other newcomers to the committee are Assemblyman Frank P. Belotti, Eureka; and Edward E. Elliott, Los Angeles.

The eight freshmen members are Vice-Chairman Doyle; Mrs. Pauline L. Davis, Portola, widow of the late Assemblyman Lester Davis; Miss Dorothy M. Donahoe, Bakersfield; Willis W. Bradley, Long Beach; J. Ward Casey, Brawley; Samuel R. Geddes, Napa; Don Hobbie, Oroville; and LeRoy E. Lyon, Jr., Fullerton.

The Assembly committee meets regularly at 8 o'clock each Wednesday night; the Senate committee at the same hour each Thursday night.

## TEACHERS MAY ALSO STUDY CONSERVATION

Teachers may also study conservation profitably. Mrs. Jessie Ramming, primary teacher in a rural school at Lompoc, recently wrote the Journal about an interesting project in her county:

"Santa Barbara County was divided into four sections: Carpinteria-Goleta combined, Santa Ynez, Lompoc, Santa Maria. The surrounding country of each of these cities was discussed, observed and evaluated in terms of conservation. These activities were combined in one sweeping glimpse by airplane. All previous knowledge took on new depth when seen from the air. All ages enjoyed this.

"These meetings were greatly valued by all teachers attending. Over 100 teachers will go to their classrooms armed with an intimate knowledge of their town and surrounding country. I am sure a majority of students in Santa Barbara County will know and understand what conservation means and what we can do to help."

# Ethics Commission Expands Important Work In Professional Development

**Harry A. Fosdick of Field Service Staff Named Secretary of Group on Part-Time Basis**

**M**OUNTING calls for services of the State Ethics Commission and increasing recognition of the Commission's importance to the teaching profession led the State Board of Directors to appoint Harry A. Fosdick, CTA field representative, as secretary to that body.

Mr. Fosdick will perform his duties with the Commission on only a part-time basis, continuing his work as field representative in the Bay Section, editor of **ACTION in the Teaching Profession**, and regular contributor to the **CTA Journal** and **Legislative Letter**.

Since its inception in 1947, the State Ethics Commission has prepared the Code of Ethics for California Teachers, which is the guide for professional conduct which the Commission is charged to promote, interpret, and enforce.

Best known and most dramatic of the Commission's activities have been the studies made in communities where serious faculty conflicts or morale problems have developed or community controversies have erupted as a result of alleged unethical conduct by members of the profession.

## Ethics Reports

Both administrators and teachers have been criticized or defended in the reports the Commission has prepared after these studies. Failure in their responsibilities to children, to the community, or to the profession itself have led to Commission reports which have condemned both teachers and administrators. Likewise, when thorough investigation proves that the teacher or administrator has been unjustly accused, the report becomes an important defense weapon. In one case two teachers dismissed on charges of unprofessional conduct were cleared of the charges and placed in more desirable positions. In a similar case handled by a section commission, a dismissed teacher was offered a new contract on the recommendation of the Commission report.

## Assume Responsibilities

An administrator under fire by a vociferous community element was cleared of the accusations by the Commission and his job was saved.

"The Ethics Commission is not strictly a defense commission for school people, even though its studies have resulted in defense of teachers' rights on several occasions," Miss Miriam Spreng, chairman, has stated. "It is the vehicle through which the teaching profession



HARRY A. FOSDICK

is beginning to assume some responsibility for the conduct of its own members. The defense of members against unprofessional treatment is just the other half of that function.

"When we undertake a study at the request of a section commission or the CTA State Board of Directors, it is a fact-finding operation, and the report of our findings, conclusions and recommendations determine whether the profession is defending or prosecuting its own members," Miss Spreng said.

In nearly every case studied so far, there have been many ramifications to

the central problem, and the Commission has attempted to chart a course of action by which the district being studied can avoid similar situations in the future. These conclusions and recommendations are becoming a set of precedents that are as important in the interpretation of a problem as the Code itself, just as court decisions expand or define the application of public law.

## Code Interpretation

Less conspicuous is the Commission's frequent studies of Code interpretation made at the request of local associations, individual members, or CTA committees. Some of these have been reported in the **Journal**, and eventually all will be codified for reference purposes and as precedents.

Besides the State Commission, each CTA Section also maintains an ethics commission, and the studies and reports from these groups are added to the resources of the State body.

Appointed by the State Board of Directors for seven-year terms, the present members of the Commission and their expiration dates are Miriam Spreng, chairman, San Diego, 1953; John Low Hutchinson, Los Angeles, 1954; William J. Burkhard, Sacramento, 1955; Charles O. Blodgett, San Luis Obispo, 1956; Lillian Hagopian, Arcata, 1957; David J. Conley, Strathmore, 1958; Ruby Ferguson, San Jose, 1959.

In its case studies, the Commission has observed that many of the problems referred to it have dealt primarily with faculty frictions or community relations, with questions of ethics playing little or no part. These also represent a definite need for professional assistance, even though not within the original scope of the Commission.

## Panel Is Planned

To meet this need, the Commission has adopted a plan which it hopes will soon be placed in effect. The associations of superintendents, elementary and secondary administrators, junior college administrators, classroom departments of CTA, and other interested groups will be asked to provide names of members who will serve on a statewide panel. This will include more than 100 leaders from all geographical areas, educational levels, and types of districts.

When the Ethics Commission receives a request which involves personnel relations or community relations

(Continued on Page 40)



## HAWAII AND MEXICO

# STUDY TOURS

***Plan to travel this summer? And pick up college credits at the same time? CTA sponsors two plans at low cost, available to members only . . .***

FOR the first time California Teachers Association will sponsor study tours to Hawaii and Mexico for its members. This summer CTA members will have an opportunity to fly to Honolulu or to Mexico City, enroll in university classes, enjoy the exotic environment of away-from-home living.

By arrangement with a reputable and established professional firm of travel agents, CTA is able to sponsor these tours for summer school study as a service to its membership. Low rates are made possible by the reduced overhead of advertising and promotion and by skillful management.

### **Mexico Tour**

Tour dates for Mexico City are June 19-20-21 to August 9-10-11, a total of 52 days. Total cost is \$450, including transportation from Tijuana to Mexico City and return, all meals except lunches, hotel accommodations for 51 nights, a half day escorted tour of the city, a full day tour to the Pyramids, a two day overnight trip to Taxco and Cuernavaca, and a half day tour to the famous floating gardens of Xochimilco.

*Hacienda Vista Hermosa is one of the resort sights tour members will see on the trip by Tequesquitengo Lake. They will have an opportunity to swim in the magnificent plunge and inspect the ancient structures when the tour group leaves Mexico City on one of its excursions.*



*Beautiful modern buildings landscaped with mid-Pacific trees and flowers make the University of Hawaii one of the most attractive campus sites in the world. A cosmopolitan student body makes this an interesting locale for a summer of study with an international flavor.*

The CTA tour price does not include registration fee at the National University of Mexico (\$75 U.S. currency), tips, lunches in Mexico except for tour days, miscellaneous personal needs, or inter-city transportation.

Tour members will rendezvous at the U. S. Grant hotel in San Diego on either June 19, 20 or 21 (three groups will be scheduled). They will meet at 11 a.m. and limousines will take them to Tijuana airport, where they will board a plane of the Mexicana de Aviacion (Pan American World Airways System) for Mexico City.

On August 9, 10 or 11, three days after the summer session at the university ends, the same airline will convey the groups on the return trip to Tijuana. Departure date is optional and will be tailored to meet the requirements of the individuals. Return date normally will be dependent upon arrival date.

Living accommodations have been reserved at the attractive new Comee' Hotel, which is a 15-minute walk from the center of Mexico City and less than a mile from the university. Accommodations are based on two, three, or four persons to a room.

In addition to courses in the Spanish language, several subjects are available in English. A complete information bulletin on the university's summer schedule will be furnished applicants who send in the query blank printed on page 25.

All tour members must show evidence of citizenship, birth certificate, passport, or naturalization papers. The cost of the Mexican tourist card has been included in the tour price. The U.S. Public Health Service requires a certificate of smallpox vaccination. The necessary form will be provided.

### **Hawaii Tour**

The tour to Hawaii will start on June 19 on regularly scheduled Pan American World Airways tourist flight from San Francisco International airport. The return flight is scheduled for August 7, but members who wish to stay over and return on the S.S. Lurline on August 10 may do





so by making arrangements at an early date. The return by ship will require a slight additional charge.

Cost of the Hawaii tour, 48 days and nights, is \$528.75 including the U.S. transportation tax. This includes air transportation from California to Hawaii and return, all breakfasts for 48 days, exclusive use of Castle Hall dormitory for the summer session, flower lei greetings, and two extended tours of the islands, together with city and circle island tours of Oahu.

Because there are many reliable eating places in Honolulu and the university cafeteria serves good meals, the tour management did not attempt to arrange for lunches and dinners.

The tour includes a 109-mile circle-island trip around Oahu, the main island, complete with Hukilau and a real Hawaiian luau (feast). The Hukilau is musical entertainment, arranged exclusively for this tour. There will be a half-day tour of the city and Mt. Tantalus. There will be two full days touring the "Garden Island" of Kauai on the morning of the first day with an overnight stop and returning in the evening of the second day by plane. Three full days will be spent in a plane flight and visit to Maui island and the big Island of Hawaii. The services of experienced tour conductors will be provided.

The University of Hawaii schedules accredited courses of interest to California teachers. A summer session bulletin will be forwarded to applicants on request. Cost of University registration is not included in the tour charge.

Residence of tour members will be at Castle Hall at Punahou. This dormitory has a capacity of 65 persons. A few housekeeping apartments have been reserved at Waiiki and rates are available on request.

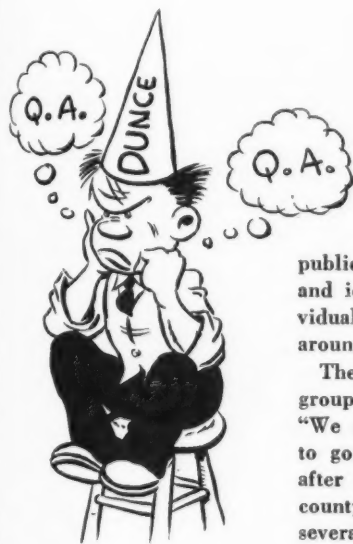
No inoculations, visas, or travel permits are required. On leaving the islands an agricultural inspection and immigration check are made of all travelers.

The Hawaii price does not include tips, lunches and dinners, miscellaneous personal needs, and inter-city transportation except as noted on the sight-seeing trips.

The 1953 CTA approved tours will provide for only 65 members to Hawaii and 105 to Mexico City. Reservations must be limited to the first applications approved to fill these quotas.

For more details regarding these great tours, see announcement on page 25. Coupon provided there to write for complete details, including courses of study offered.

## It Starts in the Classroom



**T**HEN-and-now sessions can build good PR, says the National School Public Relations Association in a recent issue of *It Starts in the Classroom* Newsletter, its monthly roundup of good public relations techniques and ideas developed by individual classroom teachers around the country.

The newsletter cites the group of parents who said "We don't want our children to go back to what we had" after hearing their PR-wise county superintendent and several veteran classroom teachers compare modern ed-

ucation techniques with the educational practices of 25 years ago.

Parents happily waved goodbye to: sitting for long periods of time with hands folded on the desk; constant and unvarying question-and-answer techniques; and pupils standing in the corner for misdemeanors.

Also on the parents' glad-to-see-you-go-list were the stiff rows of seats totally unsuited for group work, with large notebooks filled with outlines copied from the board to be learned for tests, lessons based on mastery of the "next five pages" in the textbook, and autocratic domination of the teacher.

On the other hand, parents approved the modern school which treats parents and pupils as partners, helping them, for example, to understand the why, as well as the what, of school rules and regulations.

## Extra Guest at the Table

"We have you for dinner every night . . ." that's what one parent said jokingly to her child's teacher, underlining the fact that what the classroom teacher says and does during the day is constantly being carried into the home. The National School Public Relations Association (NEA) reports how some teachers supplement these ectoplasmic appearances at community dinner tables with real-life contacts with parents. Some examples:

In one school, each teacher who owns a car telephones four or five parents before each PTA meeting or study group to ask if she may drive them to the event. Result: easier social give-and-take between teacher and parent.

"Whenever one of us spends a day visiting another school, he takes a parent with him," observes another teacher. Parent



and teacher makes individual reports to the school administrator. Result: the best practices a parent notes in another school, he immediately wants for his own.

Each teacher in one high school turned routine printed invitations into personal ones by visiting 17 of his students' homes to invite parents to Open House. Result: Standing Room Only for the affair.

Every visitor to the shop classes in one high school gets a souvenir of his visit—a small cutting board shaped like Porky Pig and inscribed: "A Memory of My Visit." Result: parents, welcomed so enthusiastically, come again.

# TEACHERS' SALARIES

## Instructional Median Now \$4501

Readers of CTA Journal have known for a long time that teachers' salaries were not high. Some were reasonably sure they were not keeping up with the ascending spiral of incomes outside the teaching profession. Now we have the figures to show that current levels are not even as high as predicted last August. The three tables of figures given below are taken from "Salaries of Certificated Employees, California Public Schools, 1952-53," published in mid-February by the Bureau of Educational Research, State Department of Education. Actual salaries will be shown as slightly less than forecasts predicted by a CTA survey conducted last year and published in the December CTA Journal. Comments and explanation of the tables below are by Dr. Kenneth R. Brown, assistant director of research, CTA.

MEDIAN salaries of full-time classroom teachers over the last seven years are shown in Table 1. It should be borne in mind that junior high school teachers are classified with high school teachers in the survey.

Table 2 shows the distribution of this year's full-time classroom staff in salary intervals of \$100. This year's data include a breakdown from \$6000 to \$6500. Since it can be assumed that all teachers below \$3000 are emergency or provisional credentialed personnel, no breakdown between \$2400 and \$3000 is provided. There will be, of course, some teachers above \$3000 who do not yet hold the regular certificate.

From Table 2 it can be seen that 47.23 per cent are being paid this year less than \$4200. The exact median income of California families is not yet known for the calendar year 1952, but it might well be near this mark of \$4200. It was over \$3625 in the 1950 census, which reported 1949 income. The California per capita income figure for 1949 (\$1602) increased more than 20 per cent by 1951 (\$1933). A 20 per cent increase in the 1950 census median family income would produce a figure of \$4350.

Based on our contention that the "family income" is a minimum yardstick for teachers, the data tend to demonstrate the correctness of the claim that teachers are paid no better than the general cross-section of California families. Fifty-one per cent of the teachers are earning up to \$4300 per annum. Teachers' salary range is narrower than the populations gen-

erally, but it falls in the middle of the income ladder, in spite of a high degree of professional preparation and responsibility expected.

Data in Table 3 relate to positions of certificated personnel other than classroom only. These teachers with few exceptions would have their salaries classified under the category "2a. Certificated Salaries of Instruction" in the district budget. They and the classroom teachers reported in Tables 1 and 2 constitute the "Instructional staff" which is reported in the annual salary estimates of the National Education Association.

The data in Table 3 can be used to examine ratios between median teacher salaries and median salaries of certain administrative positions. Also the weighted average of all the medians reported in Tables 2 and 3 may be used

TABLE 1  
COMPARATIVE SUMMARY OF MEDIAN SALARIES OF FULL-TIME TEACHERS  
IN CALIFORNIA PUBLIC SCHOOLS, 1946-47 TO 1952-53

Level	1946-47	1947-48	1948-49	1949-50	1950-51	1951-52	1952-53
Elementary School	\$2,528	\$3,097	\$3,291	\$3,352	\$3,411	\$3,721	\$3,997
High School	3,159	3,731	4,051	4,153	4,164	4,524	4,783
Junior College	3,459	4,059	4,353	4,485	4,566	5,081	5,463
All	2,793	3,321	3,583	3,638	3,667	3,990	4,266

TABLE 2  
DISTRIBUTION OF FULL-TIME TEACHERS IN CALIFORNIA PUBLIC  
SCHOOLS BY YEARLY SALARIES, 1952-53

Yearly Salary Under \$3,000	School Level <sup>a</sup>			Total 269	Per Cent of Total Staff .0038%
	Elementary School <sup>†</sup>	High School <sup>‡</sup>	Junior Colleges <sup>§</sup>		
3,000 to 3,099	568	22	.....	590	
3,100 to 3,199	601	26	.....	627	
3,200 to 3,299	1,352	88	.....	1,440	
3,300 to 3,399	1,799	171	2	1,972	
3,400 to 3,499	2,936	356	6	3,298	
3,500 to 3,599	2,958	464	10	3,432	.1642%
3,600 to 3,699	3,336	697	12	4,045	
3,700 to 3,799	2,797	873	5	3,675	
3,800 to 3,899	2,704	951	19	3,674	
3,900 to 3,999	2,515	971	24	3,510	
4,000 to 4,099	2,416	947	27	3,390	
4,100 to 4,199	1,839	884	26	2,749	.3043%
4,200 to 4,299	1,947	905	35	2,887	
4,300 to 4,399	1,833	961	53	2,847	
4,400 to 4,499	1,326	734	54	2,114	
4,500 to 4,599	1,557	965	85	2,607	
4,600 to 4,699	1,346	848	90	2,284	
4,700 to 4,799	989	657	71	1,717	.2090%
4,800 to 4,899	1,071	859	154	2,084	
4,900 to 4,999	1,018	803	130	1,951	
5,000 to 5,099	879	743	123	1,745	
5,100 to 5,199	742	751	103	1,596	
5,200 to 5,299	812	596	121	1,529	
5,300 to 5,399	536	890	111	1,537	.1510%
5,400 to 5,499	849	827	208	1,884	
5,500 to 5,599	647	756	135	1,538	
5,600 to 5,699	546	720	182	1,448	
5,700 to 5,799	437	863	153	1,453	
5,800 to 5,899	265	677	130	1,072	
5,900 to 5,999	27	148	47	222	.1101%
6,000 to 6,099	247	810	133	1,190	
6,100 to 6,199	276	977	162	1,415	
6,200 to 6,299	2	63	31	96	
6,300 to 6,399	1	318	113	432	
6,400 to 6,499	6	52	34	92	
6,500 and over	63	470	195	728	.0571%
Total	43,492	22,863	2,784	69,139	
Median	\$3,997	\$4,783	\$5,463	\$4,266	

<sup>a</sup>Teachers employed on two levels have been classified in the level in which the major portion of their time is assigned.

<sup>†</sup>Includes kindergarten teachers.

<sup>‡</sup>Includes junior high school teachers.

<sup>§</sup>Includes teachers in grades 11 and 12 in 4-year junior colleges.

## MORE ON TELEVISION

Publication of a comprehensive handbook on educational television, with information on every phase of the subject, from where to locate a new station to how a professor should give a lecture before a camera, has been announced by the American Council on Television. The 285-page volume, "A Television Policy for Education," is edited by Carroll V. Newsom, Associate Commissioner for Higher Education of New York State. (ACE, Washington 6, D.C., \$3.50.)

## TEACHER SALARIES

(Continued from Page 10)

as a general measure of the salary level of the instructional staff of California schools. This figure is \$4501, excluding nurses. It does not include administrative personnel at central office levels.

The annual CTA salary bulletin carrying these statistics in detail by districts is now in preparation. It should probably be ready for distribution by CTA Research division in March.

## ANNUAL CONVENTION OF PARENT-TEACHERS SET FOR APRIL 28-30

President Eisenhower has said "To neglect our school system would be a crime against the future. Such neglect could well be more disastrous to all our freedoms than the most formidable armed assault on our physical defenses. . . . Where our schools are concerned, no external threat can excuse negligence; no menace can justify a halted progress."

The California Congress of Parents and Teachers—an organization dedicated to the welfare of children and committed to the support of public education—will be holding its annual convention in Long Beach on April 28, 29 and 30. Theme of the convention will be "Opportunity Unlimited."

For three days the more than 3000 delegates, representing nearly every school in the state, will be studying and evaluating the program of the organization in conference and general sessions. Gathered with the delegates will be many school administrators,

teachers and school trustees, who will help in planning for better ways in which to serve children.

Attendance of administrators, teachers and school trustees at these conventions has been increasing each year because of a growing realization that the people who are responsible for carrying out the school program and the people who carry the responsibility of its public interpretation, must work together. Many of them are members of local Parent Teacher associations and may be accredited delegates to this convention. Since they work closely with the communities, they are familiar with local problems, and help to interpret the program of the Parent Teacher organization.

Because of the many new people coming to California, this convention will seek to develop the theme of the lines that this is a land of opportunity and that those opportunities must not be lessened by any neglect of our school system.—Contributed by Mrs. Russell Scott, Salinas, Director of Education of the CCPT.

TABLE 3

SALARIES OF CERTAIN FULL-TIME SCHOOL ADMINISTRATORS AND OTHER SPECIALLY CLASSIFIED PERSONNEL IN CALIFORNIA SCHOOL DISTRICTS, 1952-53

Yearly Salary	Director	Co-ordinator	Supervisor	Principal Elementary	Principal High School	Principal Junior College	Vice-Principal Elementary	Vice-Principal High School	Vice-Principal Junior College	Dept. Head High School	Dept. Head Junior College	Dean High School	Dean Junior College	Librarian	Counselor	Psychologist	Nurse	Other	Total
Under 3,000	1													1		1	25	18	46
\$3,000 to 3,199			1	1	1									1			22	7	33
3,200 to 3,399		1		1				1									41	6	50
3,400 to 3,599			3	1	1					1				13	5		53	17	94
3,600 to 3,799	1	2	6				1	1				1		15	3	1	87	26	144
3,800 to 3,999			2	2			5			2		5		16	10	2	101	37	182
4,000 to 4,199		5	7	19			15	1		2	1	3		25	11	7	102	30	228
4,200 to 4,399	1	2	17	31			23	1		2		5		33	18	1	112	48	294
4,400 to 4,599		12	11	71			28	3		4		4	1	30	19	3	86	42	314
4,600 to 4,799	4	5	12	64	3		20	9		12		6	1	52	25	4	84	28	329
4,800 to 4,999	5	8	24	81	1		28	10		15	1	9		42	29	7	107	52	419
5,000 to 5,199	5	11	19	114	11		15	19		22	1	17	1	32	46	5	70	53	441
5,200 to 5,399	6	16	36	123	11		29	26		26	5	16	1	49	51	11	40	36	482
5,400 to 5,599	13	13	33	184	9		13	25	1	60	3	14	4	41	60	2	38	52	565
5,600 to 5,799	6	12	22	137	17	1	7	28		40	8	15	3	34	54		10	53	447
5,800 to 5,999	10	11	12	115	20		8	20	1	76	16	14	4	25	61	1	3	43	440
6,000 to 6,199	20	23	45	138	20	1	7	28	1	41	8	11	7	16	37	1	3	70	477
6,200 to 6,399	19	20	33	135	22	1	3	24		38	9	14	6	9	24	3	1	42	403
6,400 to 6,599	23	21	31	130	27		13	44	2	9	13	8	5	4	23	4	1	24	382
6,600 to 6,799	14	15	21	105	25	1	8	34		10	6	5	6	15	9			66	340
6,800 to 6,999	16	5	15	73	22			29		1	13	5	9	4	11			5	208
7,000 to 7,199	8	4	14	75	31		33	24			3	2	4	3	1	1		13	216
7,200 to 7,399	11	17	22	72	39	1		29	1		1	3	4	4		1		10	215
7,400 to 7,599	17	7	13	49	27	1	9	11	2	3	1	2	9	1	2	1			155
7,600 to 7,799	15	17	24	47	28	2	40	34		1		1	2	1				7	219
7,800 to 7,999	15	10	12	15	31	4		2					3					3	95
8,000 to 8,199	11	5	64	325	27	3		129	2			1	12	1				3	583
8,200 to 8,399	5		10	1	10				1				5			1			33
8,400 to 8,599	8	2	1	5	21			6	2				2					1	48
8,600 to 8,799	5		61	49	17	3		23	2									3	163
8,800 to 8,999	2		1		9	1							3						16
9,000 to 9,199	5	2	4		9	1			17									6	44
9,200 to 9,399	2	1	21		5	2			2				1					1	35
9,400 to 9,599	3	2	3		2	1													11
9,600 to 9,799	9	3	4		92				2				3						113
9,800 to 9,999					2	1							2						5
10,000 and over	9	9	2		1	12			1										34
Total	269	261	606	2,163	541	36	305	561	37	365	89	161	98	467	499	57	986	802	8,303
Median 1952-53	\$6,881	\$6,295	\$6,529	\$6,199	\$7,478	\$8,800	\$5,321	\$6,845	\$9,041	\$5,783	\$6,233	\$5,607	\$7,050	\$5,066	\$5,508	\$5,100	\$4,311	\$5,404	
Median 1951-52	6,676	5,869	6,065	5,718	6,955	8,450	5,183	6,400	8,100	5,445	5,775	5,247	6,510	4,741	5,150	4,760	4,066	4,850	
Median 1950-51	6,053	5,425	5,584	5,199	6,451	7,967	4,799	6,014	6,399	5,108	5,367	5,029	6,225	4,373	4,700	4,313	3,665	4,410	



# The Type That Makes Friends

Hundreds of small publications produced by and for the public schools of California keep the people informed and encourage them to support better education.

IT is axiomatic that those communities in California with the best reputations for good schools and good administration are those where school people make a consistent and effective effort to communicate with parents, taxpayers, and business people.

Communication may take many forms, but its degree can be most easily judged by outside observers on an appraisal of the printed bulletins, pamphlets, and broadsides produced.

We frequently emphasize in the CTA Journal the importance of establishing good public relations. The work of our executive secretary and the men of our field service staff takes them to public platforms where they constantly seek to interpret the policies and problems of education for public understanding. To speak well and to meet people is primary to a good public relations program and should retain its place of first importance.

But people are not permanently influenced by favorable first impressions. To supplement the personal appearance, the group conference, and the committee work of parent-teacher associations, the printed bulletin does its work day after day to maintain favorable attitudes and effective action.

To my desk at the Journal office come scores of periodicals, most of them written and printed in California. They vary in format and size. They are printed, lithographed, and mimeo-

graphed. Nearly all have an individual named as editor; a few have staffs of two or three reporters or writers.

In the belief that a brief appraisal will be useful to administrators in analyzing their publication responsibilities, I have tried to evaluate the evidence I have before me. Realizing that budget, facilities, and personnel will vary, it is not my purpose in this review to judge or compare. Rather I should like to commend and encourage.

## Superintendent's Bulletins

The best examples of school publications come out of the offices of county superintendents of schools and from some of the larger city school districts.

**Monthly Bulletin**, Los Angeles county, runs 12 pages, 8 1/2 x 11, printed three columns to page on glossy book, conservative display, well written news summaries of district and teacher activity, pertinent editorials and timely features. C. C. Trillingham, superintendent; C. C. Carpenter, editor.

**Marin County Schools Reporter**, runs 4 pages, 8 x 11, printed two columns to page on glossy book, single line heads, superintendent's message and important announcements, complete calendar and references. Wallace W. Hall, superintendent; Edwin L. Blackmore, chairman editorial committee.

**Ventura County Schools**, runs four pages, 10 1/2 x 14, printed four columns to page on glossy book, uses many good action pictures, conservative makeup, emphasizes

terse announcements including complete coverage on current institute calendar. Dean E. Triggs, superintendent; Alma Greene, editor.

**Sonoma County School Bulletin**, runs six pages, 8 1/2 x 11, printed three columns to page on glossy book, good use of cuts, calendar, and editorial. Uses an article each month of permanent value, also a good section called "People and Places." Charles W. Wiggins, superintendent; editorial board of ten; Arthur King and Charles R. Robinson, editors.

**Education Newsletter**, San Diego County, runs four pages, 8 1/2 x 11, printed three columns to page on blue tinted text with blue ink, no pictures, good news coverage and announcements, excellent editorial and short features. Cecil D. Hardesty, superintendent; editorial board of four; Lambert Baker, editor.

**Our Schools**, San Mateo county school bulletin, runs four or six pages 8 1/2 x 11, lithographed on white offset, excellent selection of action pictures, emphasis classroom activity, sound editorial ideas under "Among Ourselves," regular teacher biographical sketches, short news summaries. James R. Tormey, superintendent; Ruth Balmer, editor.

**Fresno County Schools**, runs four pages, 9 x 12, printed three columns to page on glossy book, terse news writing, good pictures and calendar. W. G. Martin, superintendent; staff of six; Byron D. McCormick, editor.

**Superintendent's Newsletter**, San Joaquin County Schools, runs six pages, 8 1/2 x 11, punched for binder, printed three columns to page on book, news briefs, an-



By J. Wilson McKenney

ouncements, one timely feature. John R. Williams, superintendent; two assistants; Eva Lalander, editor.

**Superintendent's Bulletin**, Yolo County, runs 10-12 pages with additions, 8½x11, typed and multilithed on offset and stapled, uses pictures effectively, good editorial and news summaries, one or more timely features. Eleanor K. Bandy, superintendent.

**Contra Costa County School Bulletin**, runs six pages, 8x11, lithographed on white offset, few pictures, three columns to page, tends to interpretive features but front page news, editorial, book reviews, and A-V tips. B. O. Wilson, superintendent.

**Superintendent's Bulletin**, Santa Clara County, runs six pages 8½x11, three columns to page, printed on glossy book, excellent design and display with pictures, good news writing, department notes and editorial, calendar and announcements, few features and quotes. O. S. Hubbard, superintendent; E. J. Bohne, editor; two assistants.

**Superintendent's Bulletin**, Alameda County schools, runs four pages, 8½x11, printed three columns to page on glossy book, good typography, editorial, library lists, announcements, pictures, good news writing. Vaughn D. Seidel, superintendent; F. Wilcken Fox, editor.

**Tulare County Schools Bulletin**, runs four pages, 8½x11, printed three columns to page on buff tinted book, good use of pictures, editorials and significant announcements. Superintendent J. Post Williams writes good column. Elizabeth B. Serbian, chairman editorial committee.

**School Talk**, San Luis Obispo, runs six pages, 9x12, printed four columns to page on glossy book, uses many pictures effectively, good display and timely emphasis, features are interpretive. Alvin E. Rhodes, superintendent; Jane P. Wiley, editor; four division directors are associate editors.

#### City Superintendents

The superintendent's bulletin published by Will C. Crawford of San Diego City Schools is the only one issued weekly. Edited by Charles T. Byrne, it is a four-page 8½x11 size multilithed from type reproduction. An interesting treatment is that names appear in the body of text matter in bold face. Because of frequency of issue, this publication is an excellent example of punchy journalism. Use of dates, an "Orchid this week" column, and a radio and television section make this a useful publication.

A 6x9½ four-page sheet is published by T. L. McCuen, superintendent of Kern County Union High School District. Using two columns to a page with single line heads, it serves principally for current announcements.

**Passing Marks**, the bulletin of the San Bernardino City Schools, is an excellent 24-page magazine, 6x9 page printed on tinted text. Front page is a message from

Superintendent F. Eugene Mueller. Wide range of news, features, and personals. Calendar and important announcements in this handy format makes this a very useful publication. Kathleen B. Ranger, managing editor.

**School Days**, from the Bakersfield City School District, 8½x11, runs four pages, printed with brown ink on tinted book. Good use of photographs, with emphasis on introduction of faculty, reports on board meetings. Superintendent John L. Compton heads a three-man editorial board.

**News Review** of Santa Ana City Schools is Varityped, run letterhead size on offset press, six or more pages, stapled, usually in colored ink. With limited home production facilities, this is good example of economy with readability. Lynn H. Crawford, superintendent; F. Wayne Flinn, editor; production staff of two.

**Burbank Schools** is another good multilith job, using good display of photographs and color. Issued periodically, it appears to be a medium for setting important facts before the public, emphasizing growth and school needs. J. R. Croad, superintendent.

**Santa Barbara City Schools** issues four-page offset publication, entirely devoted to curriculum interpretation. Excellent use of display and art. Carries only names of board of education.

**Your Community College Reports** is the title of a monthly four-page sheet from Compton College. Produced in color by the college press, it is tops in craftsmanship and editing, apparently a departmentalized function.

#### Other Publications

We receive a number of other excellent journals and bulletins from teacher clubs, unified districts, CTA Sections, and classroom teacher groups. We have not tried to include all of them in this survey nor to include the fine work done on curriculum digests and special promotions.

Obviously, not only the physical specifications of the publications vary but the intended readership and circulation will differ between county, city,

(Continued on Page 41)

## PRINT IT RIGHT

WHEN Gutenberg invented movable type, he laid the foundations of public education. He also created the most used—and one of the most abused—public relations techniques to interpret the schools.

Schools in California and throughout the nation turn to printing when they have something to say to teachers, parents, taxpayers, or any of their other publics. A veritable flood of annual reports, periodicals, leaflets, handbooks, and campaign literature on schools flows from the presses each year.

The accompanying review gives a partial impression of the variety of superintendent's bulletins issued periodically in California. Some of them are unattractive, poorly printed, badly illustrated. But most of them demonstrate a determined effort to use the printed page as a salesman: sincere, convincing, and acceptable.

To help the schools improve the printing they are now producing, the National

School Public Relations Association produced in mid-February a new handbook titled "Print It Right." It describes the techniques and skills which anyone who faces a printing task needs to know. It offers ideas and tricks of the trade indispensable to the amateur and helpful to the expert.

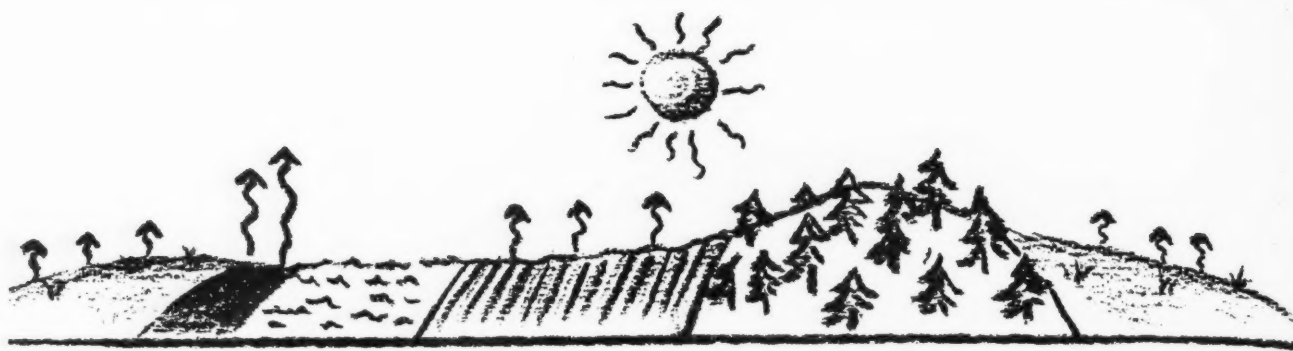
Written in punchy style, the section headings illustrate the range of subject matter in the booklet: "Once a year or oftener, hitting on schedule, keep telling them, handy handbooks, stepping up the tempo, putting it into words, illustrating ideas, lay it out right, getting into production, and delivering the goods."

A committee of eight school people, experts in public relations and publications, was headed by Laurence B. Johnson of New Jersey Education Association and Warren E. Lloyd of the city schools in Richmond, Virginia. The California member of the committee was Gerald Sprung, director of special services at La Mesa, who died in January.

The six consultants who assisted in final preparation of "Print It Right" included W. Harold Kingsley, CTA Field Service representative.

**PRINT IT RIGHT**, 48 pp, 8½x11, \$1.50, discount on quantity, National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D. C.





ROAD WATER PLOUGHED FOREST GRASS FIELD

# We Did Something About It

By Robert L. Whitt

**T**O Mark Twain's observation that "everybody talks about the weather but nobody does anything about it" we can answer that we have tried to do something about it. Though my class of children from the homes of low income migrant workers hasn't changed the march of the elements, we are at least on speaking terms with the weather. And we have found an activity project which is inexpensive, holds pupil interest, and makes learning more effective.

On a very rainy afternoon the children started asking questions about the weather. We made three lists: "Things we want to know," "Things we think

we know," and "Things we know." Here is a partial sampling from our lists:

## Things We Want to Know About the Weather

What makes weather?

Where does weather come from?

What makes rain, snow, hail, thunder, and lightning?

What are clouds?

## Things We Think We Know About the Weather

Items in this list remained here only a short time. Someone would find enough evidence to move them to the next list or to discard them.

## Things We Know About the Weather

Weather is not always the same.

Weather is present all the time.

Weather can do a great deal of damage.

Weather is useful.

By keeping our lists up to date as our unit progressed, we were able to answer many questions, solve many problems. The children also became careful about saying a statement was true or false without considerable evidence.

Research teams of three students

*Illustration at the top of this page is from the manual described in the article on "How Heat Travels." Mr. Whitt, the author, is vice principal and sixth grade teacher at Roosevelt school in Stockton, where he conducted the project he describes here. Photograph and drawings for this article were provided by G. B. Schuyler.*

each accepted the responsibility of looking up evidence and reporting to the whole class. I made certain that each team had at least one good reader.

From one of these reports the words forecast and forecaster caused a great deal of interest. The idea of a weather station of their own began to take shape. This was exactly what I wanted. I brought out the materials of a model weather station kit and explained why we had them. The kit was developed by Jeff B. West, coordinator of audio-visual education and supervisor of elementary school science in the Stockton system. Produced by Models of Industry, Inc., 2804 Tenth Street, Berkeley, it sells for only \$4.95. From the time the kit was revealed, "Weather All Around Us" became the talk of our



Mickey Mite takes a hand to demonstrate the freezing point of water.



Illustration in the weather manual has this caption: "Is there water in the air?"



school. Children from other classes became almost as interested as my own pupils. Here was something my boys and girls could build and understand.

The kit contained a teacher's manual with many good suggestions for group activities, a chart that showed at a glance science textbooks with material on different aspects of the problem, an annotated bibliography of books for the teacher and for pupils, a rather complete annotated list of films and filmstrips on weather, and a comprehensive vocabulary list. There was also a pupil's handbook with an interesting little character, "Mickey Mite." This handbook told how to make weather instruments, do experiments that illustrate weather phenomena, and provided background information leading up to actual forecasting. In addition, the kit also contained all hard-to-get items required to do the experiments and build the instruments.

We discussed how we could build the instruments of the weather station that were provided in the kit. Many children would have liked to build each instrument, but we did not have enough materials. We divided into committees to build our weather station and to do the experiments. We listed the instruments that were to be made and the children selected their committees after examining the pictures of the instruments in the handbook. We had more volunteers for pupils to work on the complicated instruments than for the simple ones. We settled by having larger committees work on the more difficult projects. We discussed at some length the way good committees work and made a few general rules.

We then took the pupil's handbook apart and divided it into sections to correspond to our committees. The chairman of each group wrote the name of the committee on the section. From then on each committee was responsible for its own project. The following instruments were constructed:

1. Ribbon Thermometer
2. Air Thermometer
3. Wet-dry Bulb Thermometer
4. Weather Doll
5. Hair Hygrometer
6. Rain Gauge
7. Snow Gauge (although we have no use for it)
8. Air Current Indicator
9. Weather Vane
10. Anemometer
11. Barometer



*Sixth grade students build their own instruments for weather station.*

The very few materials not supplied in the kit were easily obtained. Nearly all the children responsible for bringing in material, brought them in the next day, one day earlier than we planned to use them. Not one child failed to have all his material there by the day we had agreed upon. Every committee was ready to begin construction on time. This, to me, was outstanding evidence of the keen motivation provided by the kit.

The handbook was easy to follow. The materials were simple and child-like enough for pupils to use them with confidence. The animated drawings were exceptionally well done and were very clear. In fact, difficult explanations became simple by referring to the drawings of "Mickey Mite."

All through the unit, the children strengthened their understandings by doing experiments with air pressure, heat, evaporation, condensation, etc. The kit provided the materials and directions for doing simple basic experiments. The children were able to suggest several others that were equally successful. We were able to move several items on our chart over to "Things We Know About Weather" by doing experiments and then checking with books.

We used films and filmstrips as they were needed to develop understandings. But unlike previous experiences with this area of study, films and film-

strips were not required to provide most of the motivation and to sustain interest. They took their rightful place as excellent sources of information.

During this activity, pupils did a great deal of reading about weather. We discussed various projects and why we were doing them. We learned to read thermometers, barometers, and hygrometers. As each committee finished its project, a report was written, checked by the teacher, corrected by the committee, and then given to the whole class. In this way, each child shared in all the projects.

As the unit developed, we found that we used a lot of words that we did not understand. The children could pronounce, read, and spell a great many weather terms, but were uncertain of their meaning. To help them learn the meanings of all the words on our list, two boys in the class volunteered to make a large dictionary, on which we would write all the new words and their meaning. We found that this dictionary chart, hung on the wall, was useful to us throughout the unit.

We are now learning to read weather symbols. We are ready to set our own weather station, keep weather records, and practice forecasting. We have already had some practice in making careful observations. I expect the ac-

(Continued on Page 41)

# GUARD WELL THIS PRIVILEGE

By James C. Stone

**L**EGAL recognition by the State of California that we are bona fide members of the teaching profession comes with the granting of our official State license, known as a **credential**.

The possession of a credential is more than an authorization from the people of our State permitting us to practice our chosen profession in guiding the education of the children and youth attending our public schools. It is actually a **privilege** which is bestowed upon us. While this fact of privilege may come as a surprise to many teachers, yet this is, in legal definition at least, the case. In several cases, the courts have held that the possession of a State license, such as a teaching credential, was not an inherent right, but a privilege, and hence, the State Board of Education, in evaluating the qualifications of those desiring a credential, could go behind the decision of a court of law in its efforts to determine an applicant's fitness to teach.

Guard well this privilege.

Nearer perhaps to the hearts of most of us than this privilege concept is that a credential entitles us to be paid a salary by our local board of education. "No tickee, no shirtee!" may here be restated "No credential, no salary!" The law is amply clear in its provisions that the **securing and maintaining in force of a teacher's credential is solely the teacher's own responsibility**. It isn't the county superintendent's responsibility, nor the employing district superintendent's responsibility — IT IS YOURS. Failure to secure your credential on time (and thus forfeit pay) and failure to renew your credential on time (and forfeit not only pay but run the risk of being unable to qualify for a new credential without having to first take additional college work because requirements for your type of credential changed since the time you secured yours) is your own individual responsibility.

Guard well this privilege.

California law allows you thirty days from the time you begin teaching until you must file your credential in the office of your county superintendent of schools. Persons who apply for a credential the day they begin teaching in September (or who leave it to the last minute and apply for their renewal on November 30) run the risk of not getting paid. At these peak periods in the issuance of credentials, one missing part of your application (health certificate, two fingerprint cards, official transcripts, letters of verification, etc.) will cause delay in the processing of your application that may **cost you money**. Normal time for processing a credential application from the day you mail your application to Sacramento until the day it is placed in your mailbox by your local postman is two weeks. Corre-

*Dr. Stone is specialist in teacher education and secretary of the commission of credentials, state department of education. In preparing this article for the Journal, he pointed out that the teacher's responsibility in maintaining a credential is specified in Section 13031.1 of the California Education Code.*



spondence over missing parts of your application can eat up the other two weeks — and then — boom, your thirty days are up, you have no credential, the superintendent can't pay you, nor can he draw Average Daily Attendance for any classes you teach after the thirty-day grace period if you still don't have your credential.

The issuance of credentials is big business in California these days. From 50,000 to 60,000 documents each year are granted to from 40,000 to 45,000 teachers. In addition, records kept in the Credentials Office show that for each teacher certificated, two others whose qualifications have been evaluated are not issued a credential. This requires the writing of endless letters from and to applicants. During the summer months, when many teachers are in summer school or on vacation, their fellow professional colleagues in the Credentials Office — former teachers who themselves hold California credentials — are struggling to service their requests which arrive at the rate of a thousand per day!

So again — guard well this privilege.

Follow these four simple rules:

1. If you need a new credential by the opening of school next fall, apply for it before school ends in June. When sending in your June application, tell the Credentials Office you'll send the additional transcripts after summer session. This gives your request prior service rights and means your credential will be safely in your hands by the time school starts.
2. Apply for renewal **NOW** for any credential expiring November 30 of this year. A credential may be renewed any time after January 1 of the year the credential is due to expire. Apply to the Credentials Office, State Department of Education, Sacramento.
3. Convert your credential to a life diploma as soon as you can qualify. A life diploma requires forty-eight months of successful school experience under the credential you hold—twenty-one months of which have been served in a California public school. Apply through your county superintendent of schools.
4. Always send in a complete application (transcripts, health certificate, fingerprint cards, letters verifying service, four dollar fee, etc.).

Again remember: Guard well this privilege.



# Chalk Dust

Last fall I mumbled a few words from the stage at Asilomar as Central Coast Section opened its leadership training conference. Later, as I followed other staffmen down the steps, a lady waited to shake my hand. Unable to recognize the friendly face and extremely certain I had said nothing deserving commendation, I let her introduce herself. Now teaching at San Luis Obispo she had been my seventh grade teacher 33 years ago in Blythe.

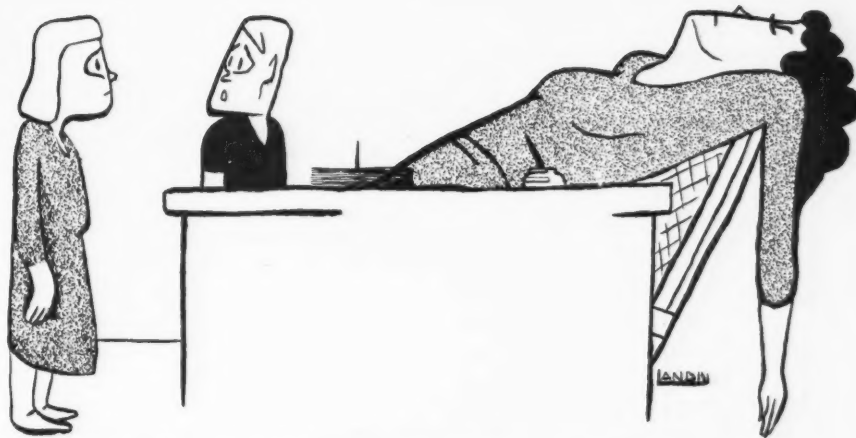
Martha Love is the name I had known her by and I remembered her well. Martha and her sister Mary and Lennie Goodrich had lived in the "teacherage," some small apartments Dad had built at the back of the lot. Mary had revealed to me the magic of water color. Lennie had cooperated nobly by giving me a straight A card, the necessary evidence to win five dollars in Liberty Loan stamps. The donor, a prosperous local businessman, was Lennie's boy friend at the time. It was memorable for two reasons: five dollars was a lot of money in 1920, and I was never able to repeat that scholastic achievement.

I can remember how well "the girls" were thought of in the dusty little desert town down near the Colorado river. It was never coincidental that I "happened" to be working the pump handle, filling the water tank, just when Jack Rains, the Ford dealer, drove up in his sparkling Model T to take Miss Martha off to the Liberty Theatre. They were wonderful, glamorous, inspiring people, those three teachers and their friends.

A lot of years have passed since Martha Love taught me the knots for my tenderfoot tests. As a newspaper publisher I have lived in small towns in four counties in California. A country editor gets to know the teachers in his community. And now I bring to my task as editor of your journal none of the arts and skills of the educator but a profound respect for the Marthas and Marys and Lennies I have known along the way.

*In my first year with CTA, I have listened to and read about teachers and studied their problems. The broad program of the Association, especially in teacher welfare and professional growth, have challenged my interest and energy. But I sometimes have difficulty in reconciling what I see today with my memory of yesterday.*

For instance, a high school teacher went to court, protesting that his administrator had no right to require him to work overtime supervising school athletic and social activities. On my desk is the judge's decision, which reads in part:



*All I said was, "Is it true that we may not have Easter vacation this year?"*

*"That plaintiff's employment under said contract being professional in nature, the hours during which he may be required to perform said services cannot be measured by a time clock but must of necessity be dependent upon the reasonable needs of the school program for such services, subject to the basic requirements that the hours be reasonable."*

The act curiously sounded like a machinist's local demanding shorter hours and more pay on threat of strike. While CTA did not enter the case in support of the administrator, it was criticized for suggesting that a teacher's professional obligation extends beyond counting the hours in a work week.

When our scoutmaster turned his ankle, Mary took our troop on a scheduled Saturday hike over to Ehrenburg and she covered the ten miles that day in a way which convinced us that teachers aren't sissies. Martha not only "supervised" our athletics, she usually umpired the inter-class ball games. The Love girls were whizzes at organizing school parties and Lennie was the specialist on refreshments. Our principal was a very thin man named I. M. Stout but I never heard him or his name ridiculed because every child in that school loved him. It is inconceivable that he demanded of his teachers any duty he would not be willing to perform himself and it is equally improbable that his teachers ever hesitated to help on student activities. It was my impression they didn't wait for "assignment." Perhaps their attitude was similar to that of the scoutmaster, who, after introducing his Scouts to an audience of parents at an anniversary program said, "These boys are all my friends—and they say a scoutmaster doesn't get paid."

*We hear much of the current crisis in public education caused by overcrowded schools and a great shortage of teachers. Our recruitment program must meet the resistance of relatively*

*low salaries and implied curtailment of liberties. Statistically, the problem seems insurmountable.*

Assuming that small towns have grown and that society has become more complex in the last 30 years, I have confidence there are many Marthas and Marys and Lennies still with us.

It is difficult to believe that training institutions today are turning out young people with any less moral courage, intellectual integrity, and sound judgment than were produced a generation ago. There is every evidence that young teachers now know a great deal about school public relations, better methods of teaching, and the insistent demands of society.

*Perhaps Martha and Mary and Lennie didn't have university degrees in the field of education. I didn't know and I didn't care. I knew they loved kids, that they understood them and taught them . . . and those are the things a kid remembers.*

## "CARE" CHANGES ITS NAME

CARE, which used to stand for Co-operative for American Remittances to Europe, has changed the E-word to "Everywhere" in recognition of the fact that for some time the CARE delivery service has been extended to countries in Asia, Africa and South America, as well as Europe.

In the past seven years, private individuals have sent, through CARE, more than 12,500,000 packages of food, books, clothes and tools directly to needy individuals in foreign countries.

This charitable agency has long been a favorite of student classes and teacher groups in California seeking projects in international goodwill.



**A Study of Our Natural  
Resources Produces An Interesting Project in**

# CONSERVATION

**By Darrel K. Brown**

**T**HE study of conservation in our class was the outgrowth of the expressed desire of a large majority of the members. We used the opportunity to allow independent research in direct preparation for advancement to junior high school.

The initial step was to define conservation, and the definition was incorporated in the title of a written report: "How We Can Save Our Natural Resources and Wildlife." Emphasis was placed upon the things that young citizens can actually do to further conservation.

The teacher read to the class a pamphlet entitled "The Little Hill" which compared favorable practices of picnicking with unfavorable ones and told of the devastation one family could cause by polluting a stream and setting fire to the surrounding woods.

## Program Mapped

After the class had read and discussed the general background material in the state science text, it decided collectively upon the plan the reports should follow. "Natural resources" was to include soil, water, lumber, and minerals. "Wildlife" was to include birds, animals, fish and plant life. Trees, as forms of wildlife, were to be included under lumber.

The children had complete freedom to use any source material, including persons, they wished. The only requirement was that the finished report be in their own words.

The social objectives of the work were fourfold: a) to develop an appreciation of the natural resources and wildlife of America and their practical and esthetic values to mankind; b) to instill the realization that conservation is essential to the existence of man; c)

to show the inter-relation of conservation measures; and d) to foster a realization of civic duty and to point out that the individual can contribute to the group.

The curricular objectives of the work were also fourfold: a) to give practice in independent research; b) to provide both written and oral language experiences; c) to allow a practical use of outlining and summarizing; d) to provide an actual experience in the practice of conservation.

## Reports Discussed

The complete reports were corrected and returned to the pupils. Discussion was held concerning the facts that all of the reports should have contained and the class prepared outlines of those facts so that they would be better assimilated. The class was asked to write what each would do if he could participate in only one conservation measure and to tell why. Several members stated something about conserving water on the thesis that if there were no water we could not survive. Most, however, were concerned with the possibly less astute but more practical (for them) measure of conserving trees. This, in their opinion, would not only save trees but conserve the soil, prevent excessive water run-off, provide food and shelter for wildlife, lessen muddying of streams for the benefit of fish, and protect the natural mineral deposits.

## Tree Planting

In keeping with the foregoing observation on a culminating activity was planned. Through Jack Parker, ranger in Tilden East Bay Regional Park, we arranged to have the class spend a half day planting trees. The class was divided into couples and each couple was provided with a seedling and tools. A total of twenty-one trees were planted, the number being limited by the availability of the seedlings. The satisfaction of the children in performing an invaluable service was apparent, and the experience served to make the study of conservation real to them.

Although the reports themselves ran the usual gamut from brief and incomplete to exceptionally complete and

well illustrated, we felt that the class summary near the end of the study established in the minds of the children the following learnings:

## An Important Summary

**Forests**—Reforestation, care in the use of fire, selective logging, clearing of underbrush, use of firebreaks, insect control.

**Soil**—Planting trees and cover crops, contour plowing, fertilization, crop rotation, "resting" the soil, building brush dams.

**Water**—Flood control, wise use by each individual, building of dams.

**Minerals**—Mining and drilling regulations, new uses for waste materials, substitutes for scarce items.

**Fish**—Observation of fishing laws (season, size limit, bag limit, etc.), prevention of pollution, maintenance of fish hatcheries coupled with restocking, control of commercial fishing.

**Animals**—Observation of game laws, use of game preserves, control of numbers, winter feeding, trapping regulations, control of predators, care in poisoning programs, game farms and release of game.

**Birds**—Observation of game laws, use of sanctuaries for rare species, protection of song birds, game farms and release of game birds.

**Flowers**—Refraining from picking them.

Many of the measures listed are applicable in other areas. For example, water and soil conservation are closely related, as are forests and soil, and water and forests. This interrelationship was emphasized. The measures include those things which the children should carry with them into adult life as well as those in which the children can actively participate at the present time.

## AUDUBON CONVENTION WILL BE MARCH 28-31

Teachers and school administrators are invited to attend the fifth annual California Convention of the National Audubon Society to be held at Asilomar, Pacific Grove, March 28 to 31.

Program items of interest to teachers include discussion panels on the themes "Conservation in Your Own Back Yard" and "Conservation Education as Related to California's Needs"; an address by Edward F. Dolder, Chief, Conservation Education, State Department of Natural Resources; exhibits of instructional materials available to schools and youth leaders; and a variety of field trips.

For registration, reservations, or further information write the National Audubon Society, 693 Sutter Street, Room 201, San Francisco 2.

*Mr. Brown is a sixth grade teacher at Cragmont elementary school in Berkeley. Principal John L. Horning says "Individual folders and reports of this class are evidence that our teachers really teach conservation and at the same time respect for the outdoors."*

## Gold Seal Students May Now Apply to Yale and Chicago

Mrs. Olga Hamman, San Diego high school, chairman of collegiate relations, California Scholarship Federation, Inc., has brought CSF into special recognition across the nation.

California high school graduates who receive the gold seal on their diplomas may now apply for scholarships from the University of Chicago and from Yale University. Chicago University is offering four tuition scholarships, two to boys, two to girls, who hold life memberships in CSF by right of having maintained superior scholastic standing in the schools that have CSF organizations. These scholarships are worth \$690 each for tuition and are renewable. The Yale scholarship is worth a possible \$2000 and is renewable.

The deadlines for application for these scholarships and many of the scholarships offered to CSF sealbearers by twenty-one California colleges is now past for this year; however, it will be some time before applications are fully processed so that a report can be made on the recipients of each.

Mrs. Hamman works zealously for recognition in our colleges for our boys and girls of CSF. Every CSF adviser is also working with her to promote educational rewards.

Many of our high school CSF chap-

## Responsibilities of Higher Education To Be Examined

"Higher Education Re-examines Its Responsibilities and Opportunities" is the theme of the Eighth National Conference on Higher Education scheduled to be held in Chicago, March 5-7. The conference is sponsored by the Association of Higher Education, a department of the National Education Association.

## Spearman to Travel

George S. Spearman of San Jose left recently to teach in Mindanao, Philippines, under the Point IV Program. He will work with seven vocational schools in Mindanao and nine schools in Visayans. Equipment for these schools is being furnished in part by the Mutual Security Agency. Mr. Spearman's duty will be to visit the schools and offer counseling and advice on requests for equipment. After the equipment arrives, he will advise on its placement, use and maintenance. He will also assist school authorities to improve their educational programs.

ters have their own scholarship awards for presenting to one of their local members. Barstow, Chapter 93s, recently raised \$150 by sponsoring a production of Peter Pan. The money is to be used for a scholarship for one of the chapter members.

—Virginia Waters.

## Southwest Regional Conference

The annual Southwest Regional Conference sponsored by the NEA Department of Classroom Teachers will be held at Las Vegas, Nevada, on March 19 to 21.

Thursday will be visitation day. Friday and Saturday will be devoted to two general sessions and discussion groups.

## PUPIL TRANSPORTATION

"Pupil Transportation," the 1953 Yearbook of the Department of Rural Education, National Education Association, will be published in April. Robert Isenberg, assistant director of NEA rural service, is editor.

## PROLIFIC WRITER

Mrs. Katherine Peavy, eighth grade teacher at Spreckels elementary school, had an article on spelling in the Elementary English Teachers' Journal last summer. Another article by her was in the October Parents' Magazine. A children's story was in the October Instructor. The November issue of Junior Arts and Crafts contained an article illustrated by pupil work. Still another article is to be published in the same magazine this month. A forthcoming issue of School Arts will carry another article to be illustrated by pupil work.

## LETTERS

Dear Mr. McKenney:

This is simply a note to express my appreciation for the copies of the Journal containing my "confession" "I'd Do It Again." I think no piece I ever had printed brought me more responses than this—it seemed to have the desired effect, that is to encourage others.

My 85th birthday was celebrated a week ago in Long Beach, home of my youngest son, Clarence, a very busy lawyer there. My other sons, Paul, a fruit grower of Oakdale, and Lloyd, Chief Electrical Engineer of So. Cal. Edison Co., with their wives, were of course there. When I reach 90 I may send you another piece for the Journal!

Gratefully yours,  
Rockwell D. Hunt.

Dear Mr. McKenney:

Congratulations on your Journal cover for February. I am very pleased to see your salute to the Boy Scouts of America on their forty-third anniversary.

But I am curious to know how many of your readers wrote in to comment on the two poorly-uniformed characters in the picture?

Casually glancing over the cover picture (with my low-power magnifying glass), I noticed the following incorrectnesses:

- (1) Cub's hat on back of his head.
- (2) Cub's salute too relaxed.
- (3) Cub's collar not turned under (optional).
- (4) Cub's belt buckle not centered.
- (5) Cub's neckerchief knot not correct.
- (6) Scout's collar not turned under.
- (7) Scout's neckerchief knot too big.
- (8) Scout's belt turned forward through loop.
- (9) Scout's salute turned upward too far (British Army?).
- (10) Scout's shirt not tucked in in back (or something amiss a-rears).

(11) Those shirt cuffs!

Please do not feel that this note is in the tone of belittling—not at all. I just think that your representatives of Scouting, appearing on 69,500 copies, should have been inspected by their unit leaders before being recorded photographically looking like a couple of DP's.

Congratulations anyway, and sincerely. I applaud your subject; I deplore your subjects.

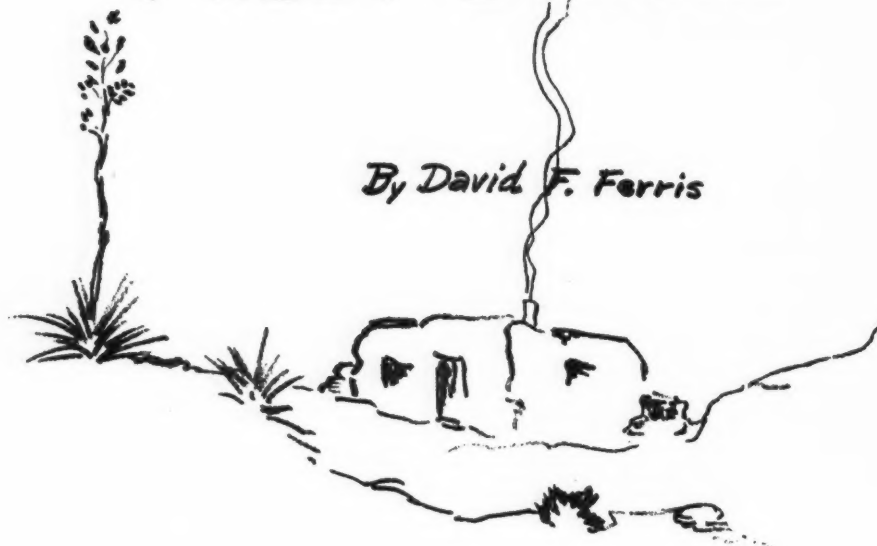
Sincerely and fraternally,  
Milton P. Wilson

Principal, Mr. Baldy School  
Scoutmaster, Mt. Baldy Troop 1  
15-Year Veteran Scout

*Letters to date: 7, all mildly critical. Mark Twain pointed out that the American Boy studiously avoids the appearance of perfection. Teachers—bless 'em—take the A.B. as he comes. We take our covers as they come, trying to see beyond the floppy cuffs into the eyes of eagerness and sincerity.—Editor.*

# California's FIRST SCHOOL

By David F. Ferris



**T**HE first school in California—and in the western United States—was not at the mission itself. Bancroft notes that in 1795 Diego de Borica, Spanish Governor of California, writes: "At the presidio of San Diego, Sergeant Don Manuel de Vargas, retired from military service, is in charge of the school. His salary is \$100 (per annum), which is provided by the troops and others."

De Vargas had been induced to come to San Diego from Monterey because the residents of the presidio in San Diego had offered him \$250 per year. It is not known why, after his arrival, he received the smaller sum (maybe he actually got more, but the Governor did not seem to know about it). Money to support the school came from the parents of pupils, who were required to pay "31 cents per month per scholar, each soldier paying one dollar." The corporals and sergeants were going to school to prepare themselves for promotions; it had been an ancient custom in the Spanish army that non-commissioned officers were required to be able to read and write. As for the children, they were all expected to attend. Governor Borica, on October 19, 1795, stated in a directive to the whole province: "All children over seven years and under ten years of age, both civilians

and soldiers, were compelled to attend school. Parents are to furnish primers."

## Two Rs to Start

In this first school, reading and writing were required. Paper for writing was supplied by the *habilitado*, to whom "it was afterwards returned, that it might be made use of in the manufacture of cartridges." Even though paper was manufactured in Mexico at the beginning of the nineteenth century, the high quality rag paper in use in San Diego was a precious commodity.

The school at San Diego lasted from July to September, 1795. On September 29 de Vargas had an attendance of twenty-two pupils. The missions of this district had also been requested by Governor Borica "each to send four or five Indians to the presidio to learn stonecutting and bricklaying."

California's first school seems to have combined academic and vocational courses, somewhat in the manner of *Education for All American Youth*. Of course, the school was not very successful in modern terms; it did not have more than one semester's continuous existence, although Bancroft in another place intimates that school was available in San Diego for "half of the decade." And there was resistance to the compulsory attendance regulation.

## Researcher Says School Origin Was Secular

Readers of the *CTA Journal* are apparently interested in the history of early California—or at least in phases of the controversy about the beginnings of education. Since publication of John Harrington's article in the December issue and the exchange of comments between the author and Dr. Raymond F. Wood of Fresno, we have received many letters attesting to that interest.

David F. Ferris, coordinator of adult education, San Diego, offered us a 4300-word manuscript indicating care and precision in research. A scholarly review of some of the conflicting sources, it was drastically edited to meet our space limitations. Introduction, bibliography, and references have been deleted, leaving only a summary of interest to readers who may be impressed with the phenomenal growth of the state's educational system in 158 years.—Editor.

This opposition came mostly from the potential students themselves. Bancroft tells us that Borica "in vain tried to induce the Mexican youths at San Diego to learn trades; some of them deemed the mere request an insult." The commandant was directed to call together parents who had objected to having their sons apprenticed to mechanical occupations. He was also to tell parents that it was plainly advantageous for the youths to be able to support themselves by honest labor, and that in the meantime they would be kindly treated, well fed and clothed, and given a regular education.

## First Mexican Students

These Mexican youths at the presidio were the offspring of the soldiers occupying the garrison. The soldiers themselves were "idle, shiftless, vicious, gambling, and frequently drunken whites, who should have been an example to the Indians." It should be remembered that the mission itself had been moved by the Franciscans from the site at the presidio to another location six miles inland in 1774. This change in location was prompted in large measure by the actions of the soldiers—especially those actions that involved them with the Indian girls—over which the missionaries had no official control. Yet it was at the pre-



sidio, and with the offspring of the soldiers and their Indian wives, that the first school in the West was established. The Franciscan missionaries might have had this distinction, but they let the honor go by default.

Even in 1827, when the new Governor, Jose M. Echeandia, directed that primary schools should be established in each mission, Fr. Sarria at San Diego wrote:

You deem it well to order me to arrange that in all and at each of the missions of this territory primary schools be established and that, of course, each mission give the teacher a sufficient salary, who shall take care to give suitable instruction and to teach the best morality. Although I desire to be a punctual observer of your orders, yet from personal knowledge I do not consider it at all feasible to carry out exactly what is commanded, at least in every particular. However, I shall assist, as is just, that in the manner possible schools may be established.

In view of the facts, Smythe writes:

The Friars were not merely indifferent to the education of the Indians—they were inflexibly opposed to it. Not even favorite neophytes were permitted to read, and their servants learned only such things as would aid them in providing for their masters' comforts.

Engelhardt, a Franciscan, replies that:

The missionaries, thirty years before the arrival of Echeandia, had expressed their willingness to assist in establishing schools, and privately they taught some of them—the more talented and industrious boys—to read so that they might be able to serve at the altar or sing in the choir. But then, as now, to open schools before professional teachers and the means to support them could be procured, was out of the question.

Smythe elaborates:

The story of the struggle for education is a pathetic page in early California history. The governors were in favor of education, as a rule, but they received no support whatever from the missionaries, and almost none from the other inhabitants. It was, indeed, the deliberate policy of Spain to keep its colonial subjects in ignorance, on the mistaken theory that this would prevent the growth of discontent. The missionaries were at all times firmly opposed to popular education, which now seems to us a singular thing when it is remembered that they were men of culture; but this was entirely consistent with the policy of the Church and of Spain at the time. The

wily missionaries professed obedience, but soon found an excuse for non-compliance in a mythical lack of funds. Sola' (Governor of the Province) was earnest in his desire to aid the cause of education. The missionaries were hostile.

And later Engelhardt comes back to the subject:

Of course there were comparatively few who could read or write; but still there were such; otherwise he (Governor Echeandia) could not have ordered those same Indians to act as teachers, wherever no professional teachers could be had. But what was possible in Mexico (the Franciscans had conducted elementary schools as well as San Fernando College in Mexico City) was not possible in California. To reach the incomparably lower classes of savages on the coast it was necessary to provide them with food, clothing, shelter, and to teach them industry, all of which the Indians in Mexico had provided for themselves before Cortes arrived. Hence it was that the Franciscans, on reaching California, segregated the convert Indians from their wild, unspeakably vile, and unwilling savage tribesmen and introduced the great manual training schools where agriculture, mechanical

arts, and stock raising were taught on a grand scale. It was the education most suitable for the Indian, since it prepared him for the life he would have to lead in the event of his being put in charge of his own property. This was the training which the United States government found so suitable in its own reservation schools. If, generally speaking, the education of the time went no further, the fault lay solely with the dullness of the Indians and the lack of means.

Smythe concludes:

That the good Fathers thought it more important to save the souls of the Indians than to spare their feelings or their backs, is easily susceptible of belief; for the missionary zeal knew no bounds. Better a converted soul in chains than a free heathen! There is no doubt that they sincerely subscribed to this doctrine, and that they were no more fanatic than many others of their kind all over the world. Nevertheless, the fair-minded student will not forget that while they were saving souls they were organizing a mass of cheap labor which worked for the enrichment of the Franciscan Order, and the founding settlements which they thought would secure the permanent possession of an opulent land for



Now you go in and tell Mrs. Moore our big surprise . . . she has another little boy to add to her big family.

the benefit of their sovereign. In other words, their duty and interest happened to be the same, and they thus had a double motive for what they did. They thought it was good religion and good statesmanship.

From the evidence it is clear that the Franciscans did not establish California's first school, although they had ample opportunity to do so. Failing to establish a recognizable school, the Franciscans nevertheless provided the California Indians with their first education. This education seems to have been of the informal tutorial kind in "academic" subject-matter, while it was more systematic with what we would today call "industrial arts" and "vocational education." Religious education should not be overlooked; such an approach to education was fundamental to the mission function.

### Secular and Vocational

California's—and the West's—first school was established by civil authorities, apart from the mission establishment, with lay teachers, at public expense, on a "compulsory" basis, and was designed to meet the occupational needs of the European colony at the military presidio of the San Diego community. The first school in California was secular, public, and "vocational."

The source by Pablo Tac, the Indian neophyte who wrote a record of California Mission life in Rome about 1835, when he was thirteen years old, provides the single best picture of the Indian and his accommodation to Spanish rule. He specifies the suspicions that the Indians had of their European conquerors, and he does not minimize the hardships accompanying the conquest, but he justifies the labors of the Franciscans in his person. His personal history leads one to accept Smythe with modifications—since he disproves the allegation that "not even favorite neophytes were permitted to read"; while at the same time it modifies the "savage," "insolent," "over-grown children" attitude exhibited by Fr. Engelhardt, and by the Franciscans generally. It should be kept in mind that Pablo Tac and his older Indian companion in Rome, Agapito Amamix, are the only two Indians from Alta California known to have been given the opportunity to study for the priesthood, or to do any study past the primary level; yet Tac apparently learned grammar, rhetoric, humanities and philosophy before his death at age twenty. He established the educability of the "savage."

## WOMEN'S ROLE IN EDUCATION

More men than women received the bachelor's degree from U. S. teachers colleges last year. Nevertheless, there is no prospect that men teachers will soon approach in numbers those of women.

In a look at how women are doing in education, the U. S. Women's Bureau found that women are only 7.9 per cent of all public high school principals, practically the same proportion as 50 years ago. The number of women superintendents of city school systems is very small, and has decreased in recent years. As recently as 1939, 46 of the city superintendents of schools were women. Today there are 8 in 1,583 cities with over 2,500 population and only 1 in the 360 cities with over 30,000 population. In these larger cities, more than half the principals of elementary schools are women.

On university faculties men predominate in the better positions and few women are to be found at the policy-making levels. Even the women's colleges usually have men as the top administrators; there are 69 non-sectarian women's colleges in the United States and only 11 are headed by a woman. Only a small proportion of the full professors in colleges throughout the country are women.

### CALIFORNIA SAFETY COUNCIL ELECTS FIVE EDUCATORS

Five leading California educators have been elected officers and members of the board of directors of California Safety Council for 1953, emphasizing the stress placed on educational aspects of the traffic accident prevention program.

Named vice-president of California Safety Council is Dr. Robert Gordon Sproul, president of University of California. Dr. J. L. Lounsbury, president, San Bernardino Valley College, is a regional vice-president of the council.

Members of the board of directors include: Dr. Fred D. Fagg, Jr., president, University of Southern California; Dr. Bruce Findlay, Los Angeles city schools system; and Glen Kendall, president of Chico State College.

George Hoberg, resort owner, Lake County, and a former president of Redwood Empire Association, will serve as president of California Safety Council for the current year.

## How To Stop And Meet The People

No matter how or where one travels, the problem always seems to arise, "How can I have the freedom I want and still be assured of a place to sleep every night?" Obviously it is impossible to have both freedom and the protection of prearrangement at the same time. If you are assured of a place to sleep you must arrive at that destination in order to make use of that reservation.

Many people join a tour group reluctantly, abhorring the rigidity of schedule that a tour requires, and yet at the same time they are happy not to have to worry about where and what they will find in the way of hotels.

Students who are more adventurous, have been more prone to skip the tours and take their chances on a haystack or a hard chair in the lobby of a hotel if they can't find a hotel.

Because of this fact, tours are predominantly made up of older people which adds to the problem of the young who dislike going on a tour where 90 per cent of the participants are old enough to be their parents and grandparents. Interests of different age groups differ and cathedrals and museums are not as important to the young as meeting people in foreign lands with mutual problems, and an evening visit to the local kursaal.

Travel agents are well aware of this problem and in the development of student tours have attempted to solve them—at least as far as special interests are concerned—as most student tours (while not exclusively restricted to bona fide students) restrict their age level to an average maximum of thirty-five. In so doing they solve one other problem and that is they can use more modest hotel accommodations which may not be acceptable to older people who prefer comfort to local color. S.T.O.P. Tours of Berkeley, which has come into the travel picture in the past few years, has gone a step further—they have tried to answer the problem of freedom versus protection in European travel by using American Ford sedans exclusively for their travel on the Continent.

# GUIDANCE

## Is An Important School Function

By Roy E. Simpson  
Superintendent of Public Instruction

RECENTLY President James B. Conant of Harvard University made the assertion that "on the success or failure of our guidance program hangs, in all probability, the success or failure of our system of public education."<sup>1</sup> Dr. Conant went ahead to point out that America's free public schools are expected to serve children, youth, and adults having widely varied educational needs. These needs differ in terms of social backgrounds, individual interests and abilities, and personal goals and plans. No single pattern of education can be expected to serve all persons. The ultimate success of the nation's public school system depends upon the development in all schools of ways of identifying and meeting the particular needs of individuals.

California educators understand from personal experience the problem that Dr. Conant points out. The state's public schools serve children, youth, and adults with a tremendous variety of abilities. They range from the severely retarded who learn slowly and laboriously to the brilliant. Most of them have special abilities in certain areas and relative weaknesses in others. Many have physical or emotional conditions that limit the use of their abilities. Individuals in public schools come from widely varied social backgrounds. Some are from homes with a marginal standard of living, others from families of wealth. Some are from minority groups with cultural standards quite different from the traditions and customs of the typical middle-class Californian. All of these differences in ability and in background affect the attitudes of individuals toward school and the manner in which they can profit from school experience.

### Rapid Progress Made

During the past twenty years, California's public schools have made rapid progress in the development of planned programs for studying the needs and characteristics of individuals and for organizing school and community resources in such a manner as to aid pupils make the best possible use of their educational opportunities. In an increasing number of schools throughout the state, planned programs of guidance services are becoming an integral part of the regular school program. These services are intended to aid teachers in performing their guidance functions and supplement the guidance activities of teachers with the help of special staff members. These special staff members are able to carry on certain types of more intensive work with individuals. Most secondary schools and some elementary schools now have counselors as members of their staffs. School psychologists, child welfare supervisors, visiting teachers, and guidance co-ordinators are employed in increasing numbers as members of county, city, and large district staffs.

### Work of Bureau of Guidance

The Bureau of Guidance is the unit within the State Department of Education which has primary responsibility for aiding schools to plan and develop organized programs of guidance services. The unit was established in 1943 as the Bureau of Occupational Information and Guidance. Federal and state vocational education funds have been made available under the George-Barden Act. Along with several other bureaus in the division, it is supported largely from vocational funds. The Bureau of Guidance is one of the eleven units making up the Division of Instruction. One of the Bureau's important functions is the provision of consultant services to local schools and to county and city offices. Most frequently consultant services are provided in response to requests for assistance in appraising county, city, or district guidance programs or in the planning of future developments of guidance services. Sometimes requests for assistance involve the planning of specific activities such as institute pro-

grams, sometimes special projects such as follow-up studies and community occupational surveys, and other times in-service-training activities. Occasionally actual participation in meetings of groups of administrators, teachers, guidance workers, or parents is involved. Recently, the Bureau of Guidance co-operated with the Fresno County Superintendent of Schools in sponsoring a week's workshop in guidance for elementary and secondary administrators of six San Joaquin Valley counties.

### Publications Prepared

The preparation of service publications for school guidance workers is another regular function of the Bureau. For the past six years a **California Guidance Newsletter** has been published regularly in September, October, November, January, March, and May of each school year. Fourteen **California Guidance Bulletins** have been issued on special topics. In addition, a series of forty mimeographed briefs on various occupations has been distributed to all public secondary schools. Two printed bulletins, **Improving Guidance Programs in Secondary Schools** and **The School Counselor: His Work and Training**, have been published recently.

Since guidance services represent a comparatively recent development in public education, training programs for counselors and other guidance workers have been of recent origin. Twelve colleges and universities within the state now have organized programs for the training of school counselors, child welfare supervisors, visiting teachers, school psychometrists, or psychologists. Most of these have been developed within the past six years. For instance, during the past two years four state colleges have instituted programs under which teachers can secure a major in school guidance and personnel work in connection with a master's degree program. Members of the Bureau staff have provided consultant service to colleges and universities in connection with the planning of such programs and in many cases in the selection of staff members.

Important assistance in the development of training programs has been provided by the California Congress of Parents and Teachers and by the Rosenberg Foundation of San Francisco. The former organization has provided

1. From Foreword to **Guidance of American Youth**, by John W. M. Rothney and Bert A. Roens. Cambridge, Mass.: Harvard University Press, 1950.



a series of scholarships for teachers desiring special training in guidance work. Rosenberg funds have supported a series of ten special summer workshops in five different colleges.

### Special State-Wide Projects

The Bureau is responsible for carrying on and assisting with projects of a state-wide nature that fall within the general area of school guidance work. These may involve special studies, research projects, or work with state committees. At the beginning of the 1951-52 school year, a state committee was appointed to conduct a comprehensive study of the cumulative guidance records used by the public schools in California and to develop recommendations for improvements in these records and in their use. A Bureau staff member is serving as executive secretary for this committee. During the past two years the Bureau has been engaged in co-ordinating a co-operative study of school drop-outs and graduates covering some 10,000 young people in 40 different school districts. A report on this project is now being prepared.

The Bureau of Guidance represents the Department of Education in activities carried on at the state level that involve co-operation with other state departments and agencies and which are primarily concerned with guidance and related areas. Bureau personnel work with national organizations having an interest in guidance services for children, youth, and adults, and with various state and regional organizations within California that concern themselves primarily with guidance activities. Bureau staff members represent the Department of Education at national and regional conferences called annually by the U. S. Office of Education to discuss developments in guidance work and to consider solutions to problems of a national character.

In carrying on activities such as are indicated here, the Bureau of Guidance represents the strong interest of the State Department of Education in the continued development of effective school guidance programs. Through the provision of well planned and effective services of this type, California's public schools can adapt their curriculums to the needs of the individuals whom they serve and can make sure that each person makes the best possible use of his educational opportunities.

## QUESTION AND ANSWER

Questions of professional significance are often submitted at local association meetings. Local secretaries are urged to record such questions and forward them to the Journal. The following answers were written by HARRY A. FOSDICK, Field Service representative.

*Q. Considering the critical shortage of teachers, does the California Teachers Association have an active policy toward the drafting of teachers into the armed forces?*

A. The CTA has not taken any definite policy action regarding drafting of teachers into the armed forces. However, we have participated with the National Education Association in attempting to obtain adequate consideration of the shortage of teachers by Selective Service officials.

In several instances we have interceded to win deferment for teachers at the request of their employers, and we are now working with the State Department of Education and the State Director of Selective Service in preparing a memorandum regarding the teacher shortage which will go to all local draft boards. These local boards retain so much autonomy in their decisions that it is difficult to make any concerted effective action without amendment of the Selective Service law.

*Q. Is it customary for a certain percentage of teachers to be granted tenure each year in a district, and if so, what is that per cent?*

A. Practices vary considerably from district to district, but fortunately the arbitrary elimination of qualified teachers to keep the percentage of permanent teachers within a pre-determined percentage is by no means customary.

Normally, a district will confer permanent status on all teachers who qualify by meeting the standards required by the district. This can't be determined on a percentage basis. The profession, as reflected in CTA policy, frowns on the infrequent practice found in a few districts of granting tenure to only a limited number or percentage of the total staff.

Such a policy is sometimes defended on the basis of economy (assuring a normal spread across the salary schedule and preventing too large a number from receiving maximum salaries) or on the desire to give the faculty transfusions of "new blood" or new ideas.

The economy excuse means solving a district salary and budgeting problem at the cost of sound personnel practices. Actually, it is a poor solution to a fear, since the dreaded problem seldom materializes anyway.

The second excuse is even less plausible. If a district must rely on injection of "new blood" to keep new ideas coming into the

schools, it is a sad commentary on the district's inservice education program or on the incentive offered for continuing professional growth activities by all faculty members.

Despite these expressed fears, experience shows that normal turnover through matrimony, changes of occupation or residence, and retirement give ample opportunity to maintain a desirable spread of salaries and sufficient newcomers to balance mature judgment with youthful enthusiasm on a faculty.

*Q. Under present law, for what purpose may a teacher ask for sabbatical leave? Would foreign travel or residence, even though not directly related to subjects taught, constitute a sufficient reason for requesting sabbatical leave? Are school districts required to grant leave in all cases if reasons for requests are valid?*

A. All provisions of the Education Code concerning sabbatical leave for public school teachers are merely permissive. A Board MAY grant such leave to any teacher who has been employed in the district for 7 years or more. The leave may be for any period up to one year, and be given for any study or travel which would benefit the schools or pupils of the district. The law requires that a teacher given a sabbatical leave must return to the district to perform at least two years of service after completing the leave.

The code sections governing sabbatical leave are in Article 7, Sections 13673-13676. You will note that at present the local Board is empowered to pay a teacher on sabbatical leave only the difference between the salary he would have received and the salary of his substitute, or the same amount which would have been paid if his leave had been due to accident or illness. Section 13672 gives governing boards the power to pay teachers on sickness or accident leave in accordance with any policy adopted by the district. Thus if the Board has adopted a liberal policy in regard to sick leave beyond the minimum required by state law, that same liberal provision could be extended to persons on sabbatical leave.

The CTA is sponsoring a bill in this session of the Legislature which would permit a district to pay a teacher half his annual salary while on sabbatical leave. Thus if he took a full year's leave, he would receive half pay, but if he took only one semester's leave he would receive full pay.

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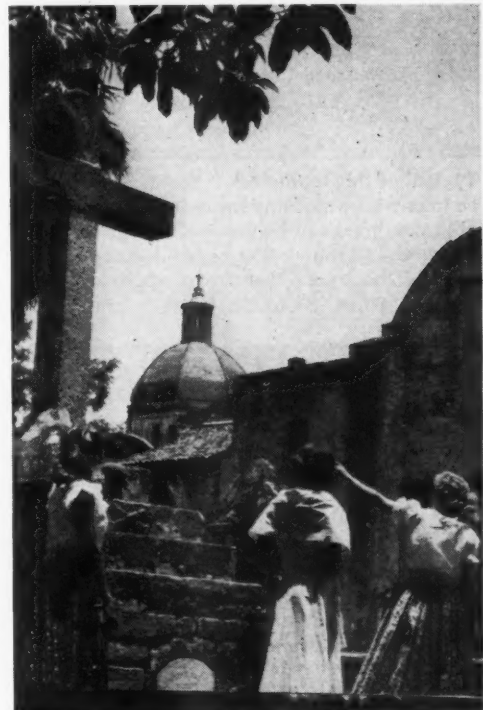
Via regular scheduled first-class flight of Mexicana de Aviacion (Pan American World Airways) from Tijuana, Baja California, to Mexico City. Includes transportation noted above, all meals except lunches which may be obtained at university cafeteria at a nominal cost, accommodations at Comee Hotel and escorted tours to Pyramids, Taxco, Cuernavaca, Xochimilco, and of Mexico City. Does not include registration fee at National University of Mexico.

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Cuernavaca, Mexico

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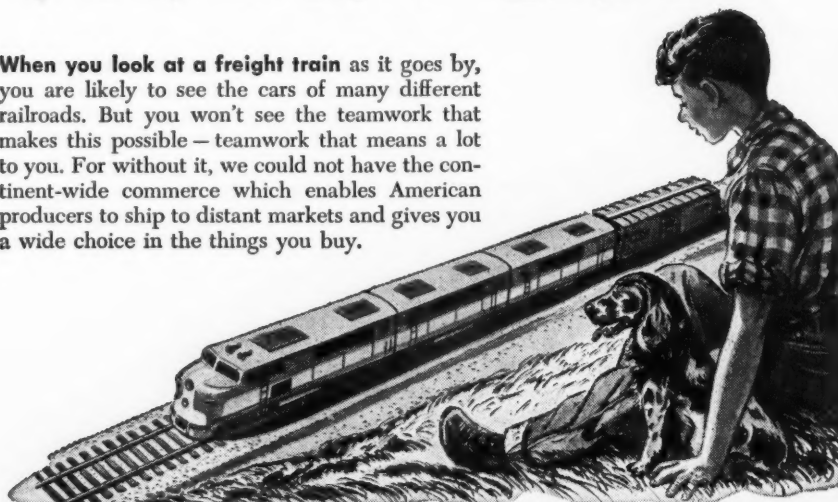
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My CTA Membership is No.....

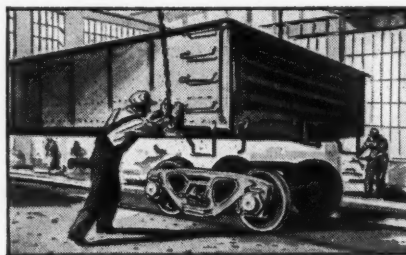


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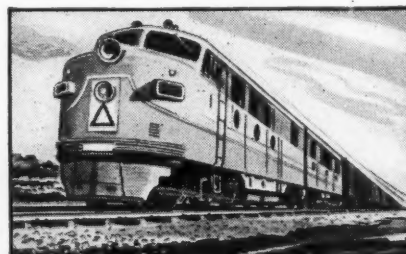
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*Q. We have a teacher whose constant antagonism toward the administration and board and toward most of the other teachers nearly drives the rest of us insane. The teacher has permanent status. What does CTA recommend?*

A. This type of problem is being handled effectively by the professional relations or ethics committees of some mature local associations. Obviously a violation of ethics, this type of conduct is something for which the profession itself is beginning to assume responsibility.

Assuming that you have a professional relations committee and that you are just beginning to face the problem, you might use the indirect approach first. Give special attention to ethics in your association meetings. Set up some system of giving recognition for examples of good professional conduct (perhaps even watch the problem teacher to find something to praise). Attention can be called to types of violations which commonly occur, without naming offenders.

If this doesn't produce sufficient improvement, a personal contact by the committee member considered best suited to make that approach is in order. An official communication from the committee to the offending teacher might be the next step. A hearing before the committee with the findings going to the board via the administration would be the final local effort. If, after your local effort has failed, the unprofessional conduct persists, then the section ethics commission would accept a request from the association to make a study of the situation and recommendations for its correction.

These suggestions are sketchy and by no means exhaustive. Your field representative might give far more help and advice after he learns all the details of the problem.

### Seminar for County Superintendents and Rural Supervisors

The campus of the University of Nebraska at Lincoln will be the scene of a seminar for county superintendents and rural supervisors July 20 to 31. This fourth annual two-week seminar will provide two semester hours of college credit for those who desire it. Plans and programs for rural areas will be emphasized. Miss Rosalie Farley, department of elementary education, University of Nebraska, Lincoln, Neb., can provide additional information.



# 10,000 CALIFORNIA TEACHERS INSURE THEIR CARS IN THIS LOW-COST PLAN—for these reasons:



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Eureka	Hillside 3-0887	Hillside 2-0172	Fresno	Fresno 4-5041	Fresno 6-1803
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Modesto	Modesto 3-6488	Modesto 3-3761	Riverside	Riverside 777 and 1970	Riverside 5834W
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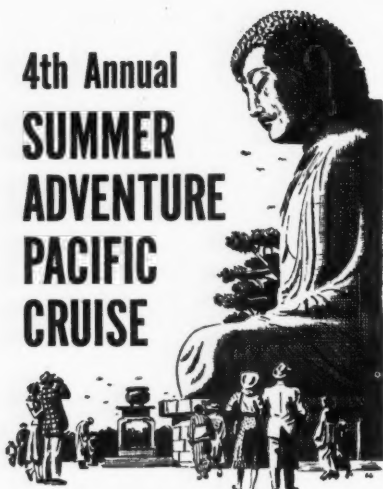
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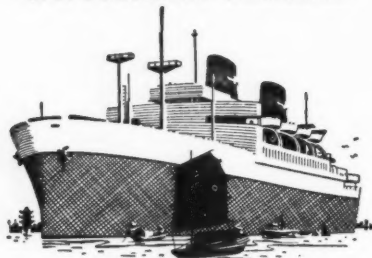


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## Calendar of Coming Events

March 6, 7 — Conference on the Education of Spanish Speaking People; regional conference. East Los Angeles Junior College.

March 7 — CTA State Committee on Salary Schedules and Trends; regular meeting. CTA Building, San Francisco.

March 7 — California Mathematics Council, Southern Section; spring meeting. Los Angeles.

March 7 — California Conservation, Bird and Arbor Day.

March 7, 8 — California Association for Childhood Education; annual study conference. San Diego.

March 7-14 — California Conservation Week.

March 11, 12 — California Congress of Parents and Teachers; state board of managers meeting. Los Angeles.

March 14 — CSTA Regional Committee Workshops. University of San Francisco.

March 14 — CTA Central Section Council; regular meeting. Fresno.

March 14 — CTA Central Coast Section Council; regular meeting. Carmel.

March 14 — CTA Southern Section Council; regular meeting. Los Angeles.

March 18-21 — NEA Department of Classroom Teachers; Southwestern Regional Conference. Las Vegas.

March 20, 21 — California Educational Research Association; annual spring conference. College of the Pacific, Stockton.

March 20, 21 — California Industrial Education Association; annual state conference. Santa Barbara.

March 21 — Second annual Better Teaching Conference; co-sponsored by CTA Northern Section and Sacramento State College. Sacramento State College.

March 21 — CSTA Regional Committee Workshops. Los Angeles State College.

March 21 — CTA Bay Section Council; regular meeting. Laney Trade School, 240 East 10th Street, Oakland.

March 21 — Representatives of Affiliate and Associate Associations; regular meeting. CTA Building, San Francisco.

March 28 — CTA State Committee on International Relations; regular meeting. CTA Building, San Francisco.

March 28 — CTA State Committee on Teacher Education and Professional Standards; regular meeting. CTA Building, San Francisco.

March 28-30 — California Home Economics Association; state convention. Palace Hotel, San Francisco.

March 28-31 — California Association for Health, Physical Education, and Recreation; state conference. Fresno.

March 29-31 — California Business Education Association; annual state conference. Wilton Hotel, Long Beach.

March 29-April 1 — California Music Educators Association; joint meeting with Music Educators Associations of Utah, Nevada, Arizona, and Hawaii at California - Western Music Educators Conference. Tucson, Arizona.

March 29-April 1 — California Elementary School Administrators Association; annual meeting in co-operation with annual conference of Elementary School Principals and District Superintendents of Schools. Sacramento.

April 6-10 — Association for Childhood Education International; annual study conference. Denver.

April 8-10 — NEA Department of American Association for Health, Physical Education and Recreation; Southwest District Convention. Logan, Utah.

April 9 — CTA Board of Directors; regular meeting. CTA Building, San Francisco.

April 9 — CTA Commission on NEA Relations; regular meeting. CTA Building, San Francisco.

April 10, 11 — CTA Council of Education, annual meeting; Committee meetings; Board of Directors; CSTA. Palace Hotel, San Francisco.

April 10, 11 — California Audio-Visual Education Association; state conference. Riverside.

April 16-18 — California Council on Teacher Education. Mar Monte Hotel, Santa Barbara.

April 18 — California Association for Childhood Education, Southern Section; regular meeting, hosted by Santa Barbara branch. Santa Barbara.

April 18 — California Business Education Association, Central Section; regular meeting. Fresno State College.

April 18 — California Scholarship Federation, Northern Region; regional convention. Stockton High School.

April 18 — School Library Association of California, Northern Section; workshop. Big E Auditorium, Stonetown, San Francisco.

April 18 — Southern California Junior College Association; spring meeting. Santa Monica City College.



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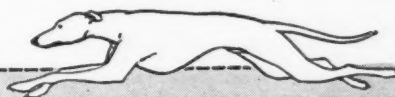
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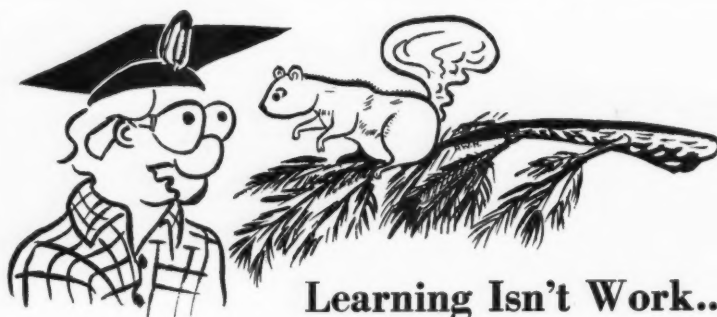
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April 19 — California State Chapter of International Council for Exceptional Children; annual meeting. Long Beach.

April 23-26 — California Association of Women Deans and Vice-Principals; state convention. Yosemite.

April 24, 25 — California School Supervisors Association, Southern Section; spring conference. Los Angeles.

April 27-May 1 — California Public Schools Week.

## SIX MORE CHARTERS

Six more charters have been granted to local associations by California Teachers Association. Their names and chronological numbers are:

324. Elder Creek School District Teachers Association, Sacramento county.
325. Fair Oaks Teachers Association, Fair Oaks, Sacramento county.
326. Hermosa Beach Teachers Association, Hermosa Beach, Los Angeles county.
327. Santa Barbara County Educational Association.
328. Yuba City Elementary Education Association, Sutter county.
329. Analy Area Teachers Association, Sonoma county.

## The Cruising Classroom

President Alice Latta announces that the tenth Classroom Teachers National Conference will be held aboard the SS Nuevo Dominicano, July 6-18, which will tour the West Indies. The conference is sponsored by the NEA Department of Classroom Teachers in cooperation with the NEA Travel Division and Indiana University. Alice Latta, president, NEA Department of Classroom Teachers; Hilda Maehling, executive secretary; and H. B. Allman, director of summer session, Indiana University, will act as directors.

**Conference Plans** — The Classroom Teachers National Conference provides an inservice training program and leadership development conference for classroom teachers. It combines a real vacation with a valuable and inspirational experience. This year, participants not only will make friends and exchange ideas with teachers from all parts of the United States, but they will have the opportunity of meeting fellow teachers in all of the ports of call and of learning first hand about the people, customs and educational opportunities of neighbors in the West Indies.

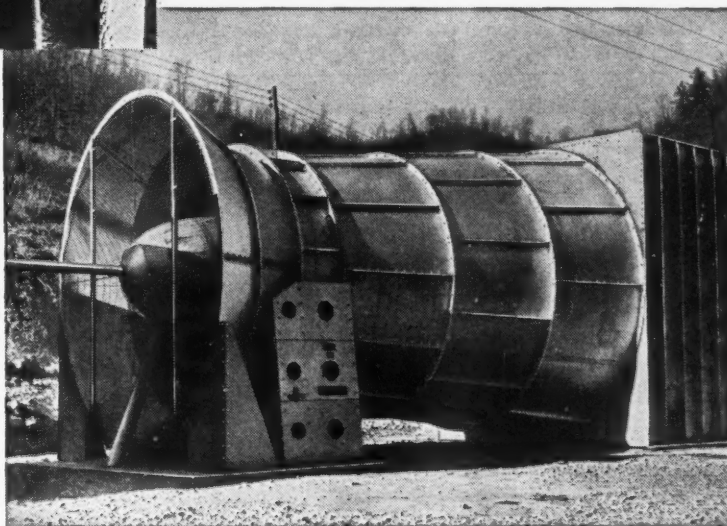
## Report on SAFETY IN COAL MINING

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**Coal leads all industries in safety advancement**—no other American industry can match coal mining's safety improvement record. Ton for ton, coal mining is twice as safe today as it was only ten years ago...5 times as safe as 40 years ago.

**This safety record is no accident**—the coal industry has long conducted a vigorous search for ever better safety devices and methods. Thus, today, modern mechanical devices combat such hazards as fires, explosions and dangerous gases. In one year alone, 60 million dollars has been spent on such mechanical lifeguards—and in educating personnel. Education is vital to safety. The great bulk of coal-mining accidents are the result of human error. Therefore, every educational device is used by the coal industry to teach safety on the job and to preach it at regular meetings held with mine foremen.

**Safety standards continue to climb**—over the years, the bituminous coal industry has raised the standards of mine safety higher and higher. And in the years to come, management is determined to raise safety standards even higher, through both research and safety education.

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### Study Released on Forces Affecting Education

Too many educational leaders are wetting a finger and holding it out the window to see which way the wind is blowing before taking a position on matters that count in education, the Association for Supervision and Curriculum Development (ASCD) declared in a 224-page report. ASCD is a department of the National Education Association.

The report—"Forces Affecting American Education"—is the result of a two-year study by a committee appointed by the Association. It takes stock of the nation's provisions for public education at midcentury and describes the "forces"—good and bad—affecting schools in this country today.

The report emphasizes that educational leadership is a tough, rugged business in our country at the present time. Education must "keep pace with or resist" certain major influences in modern life. It must react to today's mode of living. It must react to findings of research and the expanded use of communications. Education also must protect itself against groups of people representing vested interests while it cooperates with others sincerely trying to give constructive assistance.

"The schools are at the center of nearly all of the bitterly contested issues in American culture—race relations, politics, religions, international relations and others," the report points out.

### FLOATING UNIVERSITY

American President Lines' fourth annual "Floating University" cruise, under the leadership of Dr. Theodore Treutlein, Professor of History, San Francisco State College, will sail from San Francisco on the President Cleveland, June 22.

Two tours will be offered again this year. Tour A members will remain on the President Cleveland for the entire 43-day cruise. Special sightseeing programs are scheduled for the two one-day calls at Honolulu, the two-day stopovers at Manila and Hong Kong, and the four days spent in Japan. Tour B will follow the same itinerary up to arrival in Kobe, where they will leave the President Cleveland for an extensive 26-day tour of Japan, sailing from Yokohama aboard the President Wilson on August 15.



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## Educational Policies Commission Issues Report on United Nations and American Schools

AMERICA'S young citizens—its school children—must have opportunities to learn in school the whys and the workings of this country's policy of international cooperation through such agencies as the United Nations and UNESCO, the Educational Policies Commission declared recently in one of its periodic reviews of matters of broad educational significance published by the National Education Association.

Only through such knowledge gained in today's schoolrooms, the Commission states, can tomorrow's world leaders learn how to use wisely the governing power that will increasingly accrue to them.

Characterizing recent attacks on the schools' teaching about UN and UNESCO (United Nations Educational, Scientific and Cultural Organization) as stemming from a "small minority of citizens who start from false premises" the report notes that young Americans along with their parents have been thrust by circumstances into world leadership which carries with it "responsibilities that are as unavoidable as they are unfamiliar."

### Must Meet Needs

To meet these responsibilities, young Americans need to know "the history of mankind's efforts to attain peace among nations, and the history of the many failures and the limited successes of such efforts. They need to know how people in other parts of the world live, what they wish for, what they believe. They need to know how their own lives have been made safer and richer by the things that have been done by men and women in other parts of the world."

American schools and American teachers, the Commission points out, should not be diverted from their obligation to teach these facts of history.

While UNESCO, the report goes on, has not changed the basic character of American teaching about other nations, it has given American teachers and students access to more information about the rest of the world, and conversely, has given other nations a better basis for teaching more fully and accurately about the United States.

### Blacklisted Books

Those who would ban study of the UN and UNESCO, remove certain books on international cooperation from school libraries, outlaw observance of UN Day, blacklist high school clubs devoted to study of world affairs, seem to assume, the Commission comments, that: "America has no world responsibilities and no world-affected interests."

Such citizens, the report adds: "assume that the minds of men should be manipulated by instruction. They assume that schools are institutions where ideas are forced upon students instead of being examined critically. They assume that UN and UNESCO are not significant aspects of the environment in which children and youth live. They assume that violence of their attacks can cow or mislead others into acquiescence."

### PRESIDENT'S INAUGURAL REFUTES UNESCO BAN

A California sidelight on the question of UNESCO was seen in the lead editorial appearing in the Los Angeles Daily News January 23. A portion of the editor's comments appear below:

"President Eisenhower's inaugural speech, with its strong advocacy of the United Nations and its use of phrases that sounded as though they had been taken from a UNESCO pamphlet, must have appalled the Los Angeles Board of Education and the hysterics whose screams caused the abandonment of an instructional program on world affairs.

"Only a few hours before the president spoke, the board had decided that the UNESCO program was not to be reactivated in the schools. Instead, the board adopted a policy of non-policy on what should be taught, and how.

"But the school children of Los Angeles, for whom the Board of Education had arranged that they hear and see the inaugural, were subjected by the president of the United States to instruction and advocacy the board had declared the night before to be taboo.

"The board's own committee had found that the UNESCO program of the schools advocated nothing. It merely explained . . . yet the Republican President of the United States, audible and visible to the school children . . . apparently defied the Los Angeles Board of Education and not only talked about these things but advocated them."

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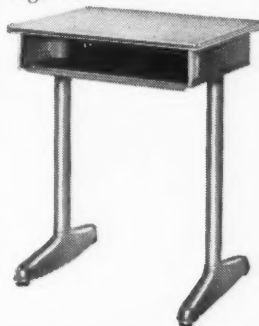
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San Francisco 11

## BUNDLES FOR KOREA



Ten tons of usable clothing for needy children was collected by students of San Luis Obispo county in the 18th annual crusade of the Save the Children Federation. Harry Wandling, director of guidance in the county school superintendent's office, who coordinated the drive, said, "We had excellent cooperation of the schools, the youngsters who were donors, the PTA, and the community in general." The bundles were shipped to Korea for distribution to needy children there.

## CONFERENCE TO STUDY EDUCATIONAL NEEDS OF SPANISH SPEAKING PEOPLE

A conference on the education of Spanish-speaking people will be held at East Los Angeles Junior College March 6-7. Helen Heffernan, assistant chief, division of instruction, California State Department of Education, served as chairman of a committee of educators and other interested persons from Los Angeles and Orange counties which planned the conference program.

Experts from fields of education, recreation, social service, and community activity will serve on two panels. The first group will discuss "What Has Happened to Meet the Needs of Spanish-Speaking People in Los Angeles and Orange Counties." The second group will speak on "The Tasks Ahead."

Saturday morning, the group will divide into sixteen study groups to discuss various phases of the educational and community life of Spanish-speaking people. Mrs. Josephine Jimenez of James Garfield High School, will lead the panel which makes the final reports and recommendations of the conference.

Institute credit will be granted teachers from Los Angeles and Orange Counties, as well as the city of Los Angeles.

## Editorial Urges Better Salaries For Teachers

Newspapers of California, with few exceptions, have supported the financial needs of the public schools. Many have repeatedly called public attention to reasons for better teachers' salaries. The Long Beach Press-Telegram, a leading metropolitan newspaper, printed the following editorial on January 15 under the heading "How Much Is It Worth to Have Good Teachers for Our Children?":

Schools face a tough problem in the labor market. Industry is giving stiff competition. What the education authorities and the public must determine is how much it is worth to retain good teachers.

Teachers have positions of heavy responsibility in the community. These are the people to whom we entrust the education of our youngsters. Our most valued possessions are under the care and guidance of teachers for many hours every week through most of the year.

Few teachers go into the profession because they think it is one in which to make a fortune. Rather, they like the work, and they want to serve. But this is no reason for paying them meager salaries. They may be devoted to teaching, but they have certain responsibilities to themselves, too. If the going gets rough financially, and they are offered employment at better salaries in other fields, we can hardly blame them for quitting. Much of the turnover of teachers in the nation's schools is doubtless due to the economic hazards involved in the profession.

It's frequently pointed out in discussion of teacher salaries that the teachers work only part of the year. But those who point that out point out less frequently that many teachers use the remainder of the year getting further training for their job at their own expense.

During the months when school is in session the average teacher doesn't know the meaning of the eight-hour day. Besides teaching in the classroom, the teacher corrects papers, holds conferences with parents, plans lessons, and attends meetings which have a direct bearing on school work. It's a full time job and then some.

What do they get for it in the way of financial reward?

Margaret Flowers, a Hoopa teacher of Humboldt County, has had her first book published: Doctor Jim, a romantic novel about Humboldt County.

March 1983

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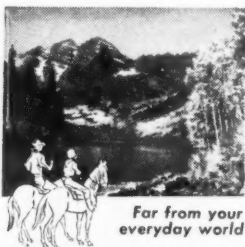
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### GERALD SPRUNG

Gerald Sprung, 41, administrator in the La Mesa-Spring Valley school district of San Diego county, died January 14 of a heart ailment after a three-day illness. He moved to La Mesa in 1948 after serving four years with the Army, having been discharged with the rank of captain.

A native of New York, Mr. Sprung was born April 17, 1911. After receiving a bachelor of laws degree from Brooklyn Law School, he practiced law for a time, then engaged in advertising before earning a master's degree in education supervision at New York University. From 1937 to 1942 he taught school in New York.

Active in civic and fraternal organizations, Mr. Sprung was also a member of AASA and NSPRA. As a member of the handbook committee of the National School Public Relations Association, he assisted in the preparation of "Print It Right," an excellent book which came off the presses a week after his death.

### FRANCES DILLOW

Frances Boyles Dillow, 81, passed away in Dos Palos on October 19. Born in Gridley of pioneer parents, she later taught there and in San Joaquin valley.

### ALTA WRIGHT

Alta Wright, retired teacher of Menlo Park, was fatally stricken early in October while traveling in Nova Scotia. A graduate of Chico Normal school, she taught for 20 years in Chico and Alameda. She was a member of the Retired Teachers Association in San Mateo county.

### MADILENE VEVERKA

Dr. M. Madilene Veverka, 79, died in Los Angeles December 7. Former director of kindergarten-primary education and elementary curriculum in the Los Angeles city schools, she had retired in 1939. Long an active member of CTA and NEA, she had served a year as state president of Kappa Delta Gamma (educational).

### E. V. CAIN

Edgar Virgil "Bill" Cain, 52, superintendent of the Auburn union elementary school district, died of a heart attack January 3. In Auburn since 1942, he had formerly been superin-



tendent of schools in Gridley and Red Bluff. The Palm Avenue school in his city, now under construction, was formally renamed the E. V. Cain school within a week after his death.

Schools were closed during the Masonic funeral held January 5. CTA Northern Section council passed a resolution in memory of E. V. Cain's untiring and devoted service to public education, noting his six years on that council as well as long service on CTA's committee on finance. Newspapers printed laudatory editorials noting that "the untimely death shocked and saddened the entire community."

### J. F. GRAHAM

J. F. Graham, 69, former superintendent of Lemoore union high school district, died November 19. He had been principal of Lemoore high school for 35 years, the last 14 years serving also as superintendent. He retired in 1950. He had served as president of California Teachers Association, Central Section, and as a member of the CTA state council. He was also past president of Central Section CTE, Fresno County High School Principals Association, and Kings County Board of Education. An editorial tribute in the Lemoore Advance praised his energy and enthusiasm: "J. F. was a thoroughly selfless man."

### FANNIE ROSENDAHL

Fannie Elizabeth Rosendahl, 77, retired Fresno city school teacher, died December 1 in Fresno. She had taught in elementary schools from 1903 until her retirement in 1941.

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5	Days and Deeds			You	Discovering Our World 2	Study Arithmetics 5
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3	Tall Tales The New More Streets and Roads The New Streets and Roads	We Talk, Spell, and Write 3/2 We Talk, Spell, and Write 3/1	New Centerville	Five in the Family	How Do We Know?	Study Arithmetics 3
2	What Next? The New More Friends and Neighbors The New Friends and Neighbors	We Talk, Spell, and Write 2/2 We Talk, Spell, and Write 2/1	Someday Soon Hello, David	Three Friends	All Around Us	Numbers in Action
	We Three The New Our New Friends The New Fun with Dick and Jane Guess Who The New We Come and Go The New We Work and Play The New We Look and See The New Before We Read We Read More Pictures We Read Pictures	We Talk, Spell, and Write 1/2 We Talk, Spell, and Write 1/1	Peter's Family Tom and Susan	Good Times with Our Friends Happy Days with Our Friends	Look and Learn	Numbers We See
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## Bilingual Summer School Rescheduled

A bilingual summer school sponsored by the University of Guadalajara with the co-operation of members of the faculty of Stanford University will be held in Guadalajara, Mexico, June 29 to August 7.

Offerings will include art, folklore, history, Spanish language and literature courses in English and Spanish. The program is accredited and costs only \$225 for six weeks. This includes tuition, board and room. A tour of Mexico at \$255 will be offered also at the close of the summer session. For more information, write to Professor Juan B. Rael, 574 Lasuen Street, Stanford University, Calif.

## ETHICS COMMISSION . . .

(Continued from Page 7)

problems rather than ethics, as shown by preliminary field service investigation, a special committee with membership which could best study the specific situation will be appointed from the panel. This committee will make the study. The Commission will review the findings and prepare the report.

Completing arrangements for cooperation of affiliated associations for selection of panel members will be one of the new Commission secretary's first assignments after reports are completed on a problem case now under study.

## Fosdick Well Qualified

Since Harry Fosdick was employed by the CTA in 1948, he has distinguished himself in the field of public relations and personnel policies. He was co-author of "It Starts in the Classroom," the National School Public Relations handbook for classroom teachers, and has served as speaker or panel member in a number of national meetings and conventions.

The statewide Joint Committee on Personnel Procedures, which was established cooperatively by the CTA and the California School Trustees Association, has kept Mr. Fosdick as its secretary since its inception in 1949.

"We have been encouraged that Mr. Fosdick may eventually be able to devote full time to the work of the Ethics Commission," Miss Spreng said. "We hope that this day may arrive soon, since his help will be necessary to develop the maximum potential of this professional activity."

## PUBLICATIONS . . .

(Continued from Page 13)

and district. No doubt some superintendents find these sheets the best possible way of communicating with teacher personnel of his jurisdiction but he may also contact patrons of the schools, PTA groups, and a controlled distribution list. Local interpretation of the function of the printed page will depend on local need and purpose.

Almost without exception these publications are mailed third class. Some offices still mail under Section 34.66, but a large percentage have taken advantage of new postal rulings permitting a filing under Section 34.65 (e) which allows a lower rate as non-profit educational publications.

We acknowledge that the above list is not complete and we assume that there are many fine school publications in California which have escaped our notice. We feel that superintendents and editors are doing excellent independent jobs and their work in promoting good public relations in this way should be encouraged and commended.

## CAHPER CONFERENCE IN FRESNO MAR. 28-31

Around the theme "Cooperation and Competition in Action," the California Association of Health, Physical Education, and Recreation will have its annual conference at the social hall of Fresno State College March 28 to 31.

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**\$970** Salzburg Music Tour with Dr. Russel Squire, Head, Music Dept., Pepperdine College. Rates include orientation lectures in Art and European History and 20 hours conversational French.

Sailing date, Quebec, June 26. Consult: Dr. Pervy, 10472 E. La Palma Ave. Anaheim, California • Phone 4458

## WE DID SOMETHING . . .

(Continued from Page 15)

tivity may be continued profitably for several more weeks.

I felt the model weather station kit brought real interest and concrete understanding to my pupils about a rather difficult area of study. It was an excellent aid in stimulating and

motivating children and for sustaining their interest over a long period of time. This kit places materials and information within easy grasp of sixth grade pupils. The many helpful suggestions in the teacher's manual take away much of the drudgery of teaching and make it possible for the teacher to really bring "Weather All Around Us" to life for boys and girls.

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## Pebble-Painting

Here's resourceful project that helps develop appreciation of form and its relation to materials of expression. It gives young people an understanding through experience that in art the idea of expression is related to the function and form of the materials.

Have your students collect any size of stones from 5 inches (big) to 1/2 inch (small); of any color, kind, texture, or shape. Let them select pebbles they like, and that remind them of something.

Have the pebbles scrubbed nice and clean. Use India ink with a small paint brush.

Suggest the children keep their outlines simple, as this is very important for good results. The shape of the pebble will be the artist's source of inspiration.

Smooth pebbles are easier to paint upon than rough ones, although rough pebbles make nice lively-looking lambs, pineapples and log cabins.

This project can be used for any age group.

For ages where projects need a practical application, these painted pebbles make novel paperweights, invitations, place cards, or desk and table ornaments. If light in weight, they could be glued to pin and earring backs for costume jewelry.

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## NEW BOOKS AND AUDIO-VISUAL AIDS

**HELPING THE GIFTED CHILD** (Better Living Booklet Series) is an excellent guide for teachers who do not always know how to detect these gifted children or how to develop talents of the obviously superior. This booklet discusses methods for discovering such youngsters, their special prob-

lems, how they can be led to make the special contributions to society of which they are capable, and points out ways in which schools and special programs can help. By Paul Witty, professor of education and director of Reading Clinic, Northwestern University; 48 pages; illustrated; 40c each; special quantity discounts; Science Research Associates, 57 West Grand Avenue, Chicago 10.

**HUMAN VALUES IN THE ELEMENTARY SCHOOL** gives practical help to teachers and administrators on the problem of developing human values. It in-

cludes a study guide to help the school staff analyze problems and explore opportunities in their own local situations and suggests a number of activities for learning behavior which is in harmony with basic human values. Paper bound; 96 pages; \$1; discount on quantity order; Department of Elementary School Principals, NEA, 1201 Sixteenth Street, NW; Washington 6, DC.

**WINSTON SOCIAL SERIES.** *Toward Better Living*, for grade 4, tells the story of family and group living in different type regions from earliest times to that of today. It combines the history of the development of better living with the geography and social forces of modern social living. The book for grade 5, *Toward Modern America*, is the story of America's expansion and development from the Atlantic to the Pacific, from Alaska to the Rio Grande, and from water wheels to atomic power. Attention is focused on the fundamental interrelationships and interinfluences of geography and history. It is not a history of wars or politics. Both books are by Snedaker and Dunfee; about 340 pages each; \$2.20 and \$2.56 respectively; The John C. Winston Company, with California offices at 190 Waverly Drive, Pasadena 2.

**RICHARDS TOPICAL ENCYCLOPEDIA**, as the name denotes, is topically, rather than alphabetically, arranged, consequently all material related to any one topic may be found in one volume. The first 5 volumes tell of the wonders of Science; the next 5 deal with Social Studies; the next 4 with Art, Biography, and Crafts; and the final volume presents the alphabetically arranged Index to the entire set. Particularly adapted for use in upper primary, grammar and high school grades; 15 volumes; 8,600 pages; 12,000 pictures including 150 full-page maps in six colors; published by the Richards Company, subsidiary of the Grolier Society (publishers of *The Book of Knowledge* and *The Encyclopedia Americana*), 2 West 45th Street, New York 36.

**COMPTON'S PICTURED ENCYCLOPEDIA**, 1953, articles are written to arouse the interest of the reader and to fit the grade levels where they are most frequently used. Every picture is functional—a teaching picture, carefully planned right with the text to tell its full share of the story. The back of each volume has an easy reference thumb tabbed Fact-Index where pictures as well as text listings are alphabetized. Depth and completeness of materials in the varied interest levels has been considered so that elementary and secondary students find their needs progressively satisfied. 15 volumes; published by F. E. Compton and Company; represented in California by W. L. McGowen, 20 Sugar Loaf Drive, Agoura, California.

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**ALCOHOL EDUCATION,** a guidebook for teachers and school administrators who must daily answer questions on the problems of alcohol. This book organizes the wealth of information which has been made available through study and research in universities and medical centers and enables the high school teacher to present an integrated approach to the teaching about alcohol, its action and effects, its medical, psychological and sociological implications. It suggests to the educator ways and means of blending these facts and concepts so as to make them relevant and pertinent to the needs and interests of students. By Joseph Hirsh; 107 pages; \$2.50; Henry Schuman, Inc., 20 East 70th Street, New York 21.

**NEIGHBOR FLAP FOOT,** the city planning frog, by Ewald and Hendrickson, is a charmingly illustrated book for youngsters which explains the problems involved in city planning in a simple and graphic manner. It is a good introduction to community citizenship. 56 pages; \$2.50; Henry Schuman, Inc., 20 East 70th Street, New York 21.

**HEALTH INSTRUCTION YEAR-BOOK, 1952,** by Dr. Oliver E. Byrd, director of department of hygiene and professor of education, Stanford University. Each year, Dr. Byrd reads through about 1500 articles and reports, selects about 250 for presentation in brief form, taking those which contain new ideas of healthful living and make a definite contribution to medical research. 241 pages; \$3.50; Stanford University Press, Stanford, California.

**AN ANNOTATED BIBLIOGRAPHY ON SCHOOL AND COLLEGE INFORMATION,** a 40-page reprint, contains 176 items. Two new classifications, publications for use in post-secondary guidance and information on student aid (scholarships, fellowships, loans, and self-help) have been added to the original three—general listings, specialized schools and colleges, and geographical listings. 35c per copy; quantity discounts available; National Association of Secondary-School Principals,

1201 Sixteenth Street, NW, Washington 6, DC.

**TEACHERS GUIDE IN HEALTH EDUCATION FOR SECONDARY SCHOOLS,** prepared under direction of Bureau of Health, Physical Education and Recreation, Verne S. Landreth, chief, State Department of Education, Sacramento 14, is a 96-page, paper bound guide which makes available to secondary school teachers suggestions for units for instruction in health which will help meet the abilities, interests, and needs of the high school students. It discusses basic philosophy and goals of health education and suggests methods and materials for teaching for health.

**THORNDIKE-BARNHART DICTIONARY PROGRAM:** Beginning Dictionary for 9-year-olds, \$2.68, grades 4-5; Junior Dictionary for 10-to-13-year-olds, \$2.80, grades 5-8; High School Dictionary, \$4, grades 8-12. In these dictionaries are new words, new meanings of familiar words, and information about our language as it is spoken and written today. Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois.

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Edward F. Dolder  
Chief, Conservation Education  
California Department of  
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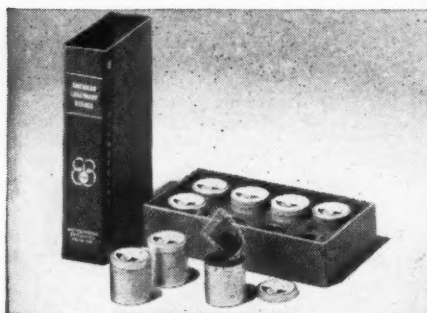
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they see and hear. Up to the present time, there has been little evidence to indicate that superintendents and principals understand just how to effectively tell their story of progress in education in a way that will mean most to listeners. Least of all do they understand the necessity for presenting the story in a way that will answer for the public (the listener) the time-worn question, "What do I get out of it—what does it mean to me?" In other words, school people, ever allergic to salesmanship, need to shake hands with a knowledge of the fine art of conviction.

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**Building Friends for Education and Keeping Them** may be obtained from the sponsors, the National School Service Institute, Suite 803, Goddard Building, 27 East Monroe Street, Chicago 3, Illinois. 25c for one—10 or more 15c each. A copy of other publications and public relations aids, including the Institute's two six-millimeter sound moving pictures, are available also.

**Your Opportunity** is a unique book, an annual catalog of information about scholarships, fellowships, educational loans, awards, grants, prizes, contests and competitions. Families, senior high students, libraries, and guidance workers will be especially interested in this valuable cross-referenced index. 230 pp., \$3.16 paperbound, \$3.96 clothbound. Edited and published by Theodore S. Jones, P.O. Box 41, Milton 87, Mass.

**Editor's Note—D. C. Heath & Co. sent us volumes 1 and 2 of AMERICAN ENGLISH SERIES, together with a Teacher's Guide. Remembering a letter from Miriam C. Beckwith describing a foreign language problem in her school at Teague Elementary in Fresno county, we sent the books to her and asked her comment. This is her review:**

These texts carefully supply a need—which need is the building up of the command of our mother-tongue from "scratch" whether one be of very early or advanced years, or whether one be a first grader or a graduate from a college in Mexico City, Paris, Morocco, or Naples.

From the teachers' angle these texts spell assurance instead of bewilderment. Only had I these books a few years ago when a Mexican miss, fresh from Mexico City, landed in my school-room! Not only did I have to devise my own guidance plan, adapting student participation in each session, but I had to be my own Teachers' Guide.

These books psychologically lead the thought correctly in the student's interest

phase from the ego ("My name is John.") to the family, the community, the school, surrounding areas and widening social interests.

The instruction-modes in the Series is pleasingly varied in the fields of listening, writing, following directions, where tense, number, sentence structure, reflexives are taught seemingly effortlessly.

The American English Series is almost an audio-visual unit, so actual, so full of practical student participation are these books.

A vote of thanks is due to Pauline M. Rojas, Director, and her staff, and to Charles G. Fries, Consultant, and to Heath and Company for preparing and publishing these needed texts.

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Films are 16 mm sound, black and white, classroom tested, and may be secured from California distributors. For dealers you are unable to locate, a note to Dorothea Pellett, audio-visual consultant, public schools, Topeka, Kansas (author of this column), will be forwarded to the producers.

**Gardening** (10 min. each, color, Encyclopaedia Britannica Films). Joy of gardening in "Planting Our Garden," "Taking Care of Our Garden," and "Food from Our Garden," captures the interest and learning level of the middle grades. Together the family shares work and pride in the backyard hobby garden most town dwellers hope to achieve, with produce to rival the seed catalog's pictures and the market's best. During the fun of working beside Mother and Dad, Phil and Mary learn much: What plants need to grow well; difference in needs of types of plants; need for insect control; special function of each part of the plant as it makes and stores energy combined of sun, air, water, and soil food; parts of plants people use for food, with a little about weather, the seasons, and balance of nature. Excellent animated drawings make abstract ideas understandable, while the fun and success of the garden will make you reach for your hoe!

**Background for Reading and Expression** (10 min. each, color also, Coronet). Each film completes its own story, stimulates each child to creative expression of his own, and to more enjoyment and understanding when he meets similar experiences. The narrator's voice is a woman's, to which most young children are most accustomed and at ease. Just a few words from the story are imposed on the picture they symbolize, and recognition is happily and sensibly developed. Each delights the young audience: "Mittens, the Kitten," "Peppy, the Puppy," "Hoppy, the Bunny" (who visits a farm), "Flipper, the Seal" (visited by children at the zoo), "Blow, Wind Blow" (boy with toy boat finds a pond and a breeze). Others: "Frisky, the Calf," "Spotty, the Faun," "Sparky, the Colt," "The Little Red Hen."

**The Easter Season for Church Schools** (10 min. color, Coronet). The same refreshing pictures which "The Easter Season" used to tell spring customs the world over, but this film has a new sound track giving the Christian idea of Easter.

**Laws of Motion** (15 min. color, Encyclopaedia Britannica Films). Even the girls in the physics class get the idea when shown by this film. Newton's three laws are developed through demonstrations, shown by actual photography or drawings, inter-

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pretended by clear explanations, and with the corollary principles to support the laws. You see the laws operate all about—when you start the car in low gear, feel it swerve on a curve, or jerk you forward at a quick stop; when you catch a ball or miss it and it crashed through a window; when you ache from a fall on the ski run; or row a boat backward to go forward; when you see a lawn sprinkler whirling or a jet plane overhead. The film traces men's thoughts of the idea of motion from Aristotle, who held that rest is the natural state, Copernicus and Galileo doubted, and Newton observed, and stated ideas that "brought modern science to the era of jet propulsion and supersonic speeds, and are now amplified only by the theory of relativity when motion approaches the velocity of light."

**The Procrastinator** (10 min. Young America Films). Presented here with teenagers in a typical situation, the chairman of the class party has a chronic case regarding both her individual tasks and the shared ones. By the film's end anyone can see several places at which Jean could have done better, and may even get some pointers on his own problem. It's a good discussion-starter, as are others of this series: "Other Fellow's Feelings," "Other People's Property," "The Outsider," "The Bully," "Cheating."

**American Harvest** (25 min. color, General Motors Company). With no objectionable advertising the film pictures people and places that together make the 17,000 parts of a motor car. The film shows raw materials, processing, assembling, finished products. One man begins what many other finish, and all men are interdependent. Scenes of the natural beauty of 35 states will please junior high social studies classes as well as the adult audiences for whom it was probably intended.

**61a. Oil Pictures**—A 32-page book, illustrates all phases of the oil industry. **The Story of Oil**, a 24-page book, presents an account of oil with many full color photographs and charts. (Standard Oil of California.)

**73a. Exchange Your Home for the Summer.** A device for families to exchange living accommodations for the summer which will offer an opportunity for summer study and vacation pleasures in a Long Island Village located within 40 minutes of New York City. College catalog upon request. (Adelphi College.)

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## Guadalajara Summer School

A bilingual summer school sponsored by University of Guadalajara in co-operation with Stanford University faculty members will be held in Guadalajara, Mexico, June 28-Aug. 8, 1953. Offerings include art, folklore, history, language and literature courses. \$325 covers six-weeks tuition, board and room.

Write Prof. Juan B. Rael, Box K, Stanford University, Calif.

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**64a. Shaw Finger-Print Booklet**—Sixteen pages of instructions and ideas for using this fascinating medium. Many illustrations which show how a child or an adult can enjoy this simple medium for free artistic expression. (Binney & Smith.)

**65a. On the Track**—New edition of an illustrated guide to the nature, availability and source of free teaching aids on railroad transportation. Describes materials for all grade levels and most subject matter areas. One free copy per teacher. (Association of American Railroads.)

**20a. Wayside Wonders Along America's Highways**—Wall mural 8 feet wide. In full color. Shows the most interesting spots along the highways. Includes an 8-page booklet "How to See America," which gives the historical background of bus travel and how to take a bus trip. Contains good, practical material for the seasoned traveler, as well as for the novice. The booklet also includes one page of study outline on bus travel. (Greyhound Lines.)

**22a. The Coordinated Classroom** is an illustrated, 48-page report covering every phase of seating, lighting, and decoration problems in the classroom and their effect on children's posture, vision and general welfare. (American Seating Company.)

**66a. New booklets to help teach menstrual hygiene.** Indicate number desired for each age group. 1. Growing Up and Liking It, a booklet for teen-age girls; 2. Sally and Mary and Kate Wondered, a booklet for pre-adolescents; 3. It's Much Easier When You Know, a booklet for fully matured girls. (Personal Products Corporation.)

(See Page 46 for more listings)

**62a. How to Apply for a Summer Job**—Contains information on the proper procedures to use in applying for summer employment in such organizations as hotels, summer camps, national parks, steamship lines, resorts, ranches and industrial firms. One copy to a teacher. Will also indicate where and how list of these firms may be obtained. (National Directory Service.)

**68a. Teaching with the Tachistoscope**—A 20-page manual explaining what the Tachistoscope is; what can be expected of it; when it can be used; and the equipment needed. Also included are complete instructions for using in the areas of reading, spelling and arithmetic. (Society for Visual Education.)

**55a. Utilization Listing and Where-to-Use Guide** lists more than 600 Encyclopaedia Britannica Films. Arranged to show suitability of each film according to grade levels and subject areas.

**69a. Flo-Master School Bulletin** is an 8-page booklet filled with suggestions that teachers themselves have found useful in the classroom. Some of the ideas offered include charts, maps, flashcards, posters and decorations. (Cushman & Denison Manufacturing Company.)

**70a. Six-piece packet of literature** about fun and travel in Colorado. A four-color highway map folder, a new 54-page four-color "Colorado Invites You" tour booklet, an 8-page Events booklet for 1953, guide and rate books from Colorado Dude Ranch Assn., Colorado Hotel Assn. and Colorado Motor Court Assn. (Colorado Department of Public Relations.)

**71a. Vanderbilt Tours to Europe**—A 16-page folder that gives the day-by-day itinerary, cost, and general information about 52-61 day tours through 13 European countries. Illustrated. (Vanderbilt Tours.)

**72a. An Invitation to Experiment with Freedom of Choice.** An 8-page illustrated brochure. Describes an exciting and timely experimental unit for intermediate and junior high school social studies classes. Emphasizes significance of individual freedom in America. (General Mills, Inc.)

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Enrollment: Boys.....Girls.....



# The teachers who made a movie

*The story of four workshops in nutrition and health education  
conducted by Stanford University and assisted by General Mills*



"Lights!" called out the Physical Education instructor, "Camera!" Peggy, the 6th grade teacher, switched on the spotlights; two graduate students operated the camera, while the script girl—a school nurse—timed the action.

Smoothly, the "stars"—educators all—went through the scene, displaying and discussing materials for the in-service training of teachers for elementary school nutrition-education programs.

For this most unusual movie was part of the 1950 Stanford University summer workshop on health and nutrition education. Its cast and technicians were the staff and students; its plot was the day-by-day development of the workshop program.

And more than its content was unusual. This movie was written, made and edited in eight days of the two-week workshop, and shown on the final day, complete with sound track music and commentary. Thanks to the persuasiveness and ingenuity of the "company" in borrowing and building much necessary equipment, it cost a total of \$70.80!

## AN EFFECTIVE TECHNIQUE FOR LEARNING

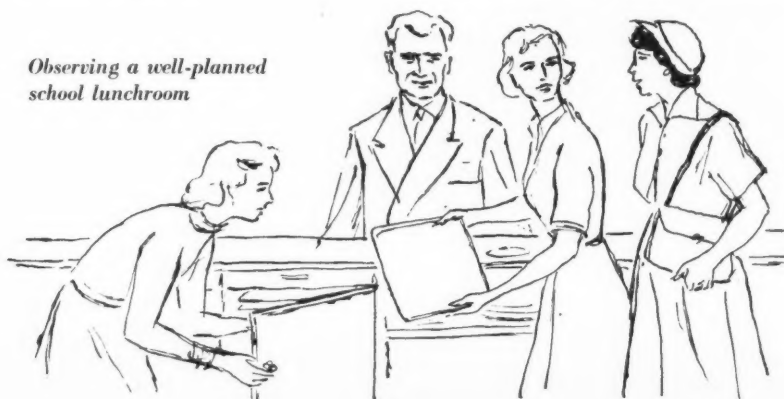
As a device for stimulating learning, the movie proved most successful. The 27 workshop students who produced it had to observe, intensively and critically, all the workshop activities. The final showing served as a visual review of the program for all the 102 workshop registrants.

And the result was an authentic documentary, recording the organization and methods of a nutrition-education workshop—most useful in stimulating nutrition and health education among other teaching and administrative groups.

## FOUR STANFORD WORKSHOPS

The movie was a feature of one of four workshops on health and nutrition education conducted by Stanford University from 1948 through 1951. Dr. Oliver Byrd, Professor of Education and Director of the Department of Hygiene, planned and directed them all. Financing, in the form of scholarships, was provided by General Mills, which also supplied prepared classroom materials and other teaching aids.

*Observing a well-planned  
school lunchroom*



These projects were incorporated into the Stanford curriculum as regular courses and provided credits for the graduate students and practicing educators who matriculated.

## TO ENCOURAGE NUTRITION EDUCATION IN SCHOOLS

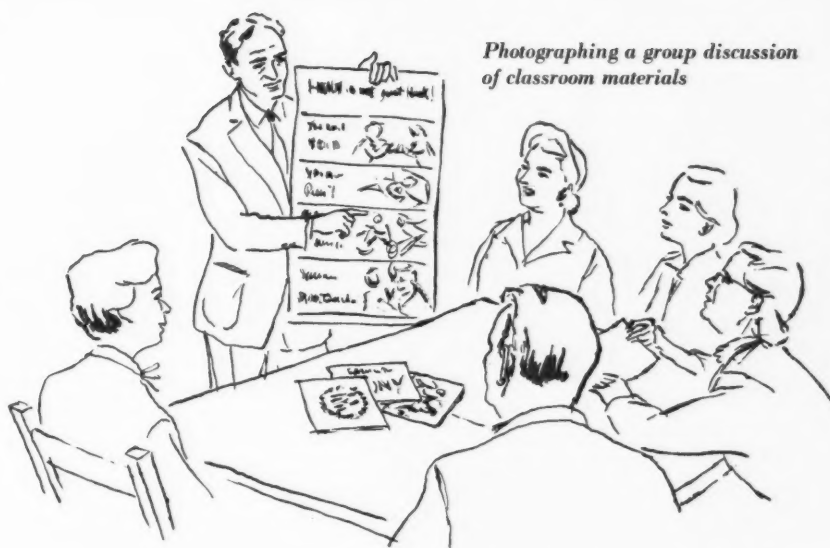
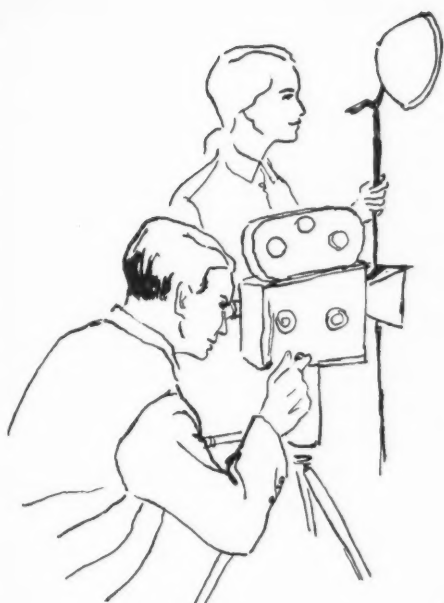
"Both the University and General Mills," says Dr. Byrd, "were eager to stimulate health and nutrition education throughout the public school systems of California and the West. It was determined that the University could play an effective part through teacher-education projects designed to interest administrators as well as classroom teachers.

"The general purpose agreed on for our four workshops was to educate and assist school personnel in the development of school nutrition education programs as a part of broad school and community health programs.

"Emphasis from the first," explains Dr. Byrd, "was on a real sharing of learning experiences and accomplishments. The program of study was generally selected by the students. The group method of study was stressed and proved most fruitful."

## WIDE RANGE OF COURSE CONTENT

The workshop that made the movie dealt particularly with the problems of incorporating nutrition education into the school curriculum. It covered such matters as motivating pupils toward better eating habits (they held a special "tasting



Photographing a group discussion of classroom materials

party," for example), making the school lunch an educational experience, and understanding the emotional aspects of nutrition among children.

The first workshop, in 1948, set the pattern for the others. Here, the educators tried and evaluated the group method of working and found it successful. The workshop allowed exchange of experience and thinking and group attacks on problems, yet did not limit the advantages of guest speakers bringing word of new materials and methods, new nutrition research.

This workshop emphasized practical nutrition education in the elementary school. Its members acquired a broad knowledge of new teaching techniques and materials and concrete plans for programs in their own schools.

#### WORKSHOP FOR ADMINISTRATORS

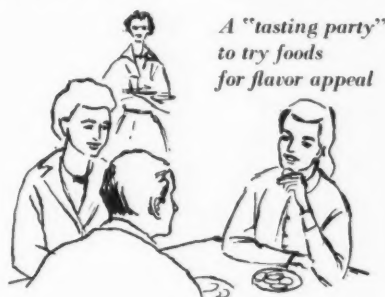
The 1949 course included a large proportion of school administrators and was devoted primarily to the administrative problems of school health and nutrition programs. Subject matter ranged from instruction in health and nutrition to safety and environmental sanitation.

Realizing that the primary impetus for this type of educational activity must come from the administrator and convinced that such workshops provide the necessary background, the group strongly recommended further workshops of this type.

#### THE INFLUENCE BROADENS

The value of the workshops was so well documented by the first three that preparations for the fourth led to an even greater emphasis on group participation. Under the guidance of Dr. Byrd, graduate education students attending the University planned the 1951 course, thus becoming familiar with the mechanics as well as the educational content.

In 1951, emphasis was placed on methods and materials for nutrition education in the schools. The groups studied evaluation and uses of available teaching materials, teacher and class preparation of other materials,



A "tasting party" to try foods for flavor appeal

lunchroom techniques (through observation at a nearby school), and participation techniques such as games, exhibits and sociodramas.

#### WORKSHOP INFORMATION OFFERED

The need and opportunities for nutrition and health education in schools are widely recognized today. There were more applicants for the Stanford workshops than could be accepted. Those who took the course are finding opportunities for concrete applications all over the West.

Are you interested in attending a health and nutrition workshop? Have you considered an in-service teacher-training program in health and nutrition education for your school? Much information is available without charge . . . just mail the coupon below, filling in the pertinent facts.

#### GENERAL MILLS Educational Services

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- ☐ a list of nutrition and health workshops I might attend in 1953
- ☐ information on how to plan and carry on a nutrition and health workshop for administrators and teachers
- ☐ information on how to establish and carry on an in-service teacher-training program in nutrition and health

(NOTE: STANFORD FILM NO LONGER AVAILABLE)

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March 1953



# From faraway places—more oil for you

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in the near future by refineries which Caltex is helping to build. ¶ And, of course, the Sumatran oil brought into this country helps keep you in gasoline and the many other petroleum products you've come to rely on. ¶ The foreign activities of Standard Oil Company of California, typified by this flow of crude from faraway Sumatra, are constantly being expanded, as an added guarantee that petroleum needs of the free world will continue to be met.

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